Appendix G: LEA Application for Each Priority School

School Improvement Grant (1003g)
2013-2014

LEA School Application: Priority

The LEA must complete this form for *each* Priority school applying for a school improvement grant.

School Corporation ___Indianapolis Public Schools_____ Number: 5385

School Name: Northwest Community High School

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

☐ Turnaround ☐ Restart

X Transformation ☐ Closure

Appendix A: Indiana's Priority Schools

Appendix F: LEA Application of General Information 2013-2014

School Improvement Grant (1003g)
Application due June 3, 2013
Email application to 1003g@doe.in.gov

LEA Application: General Information

Corporation Name: **INDIANAPOLIS PUBLIC SCHOOLS**		Corporation Number: **5385**
Contact for the School Improvement Grant: 1. **Mrs. Yvonne Rambo** 2. **Mrs. Minetta Richardson**		
Position and Office: 1. **Turnaround Schools Director** 2. **Director of Title I Division**	Contact's Mailing Address: **John Morton-Finney Center for Educational Services** **120 E. Walnut St.** **Rm. 501F** **Indianapolis IN 46207**	
Telephone: 1. **Mrs. Rambo 317-226-4405** 2. **Mrs. Richardson 317-226-4884**	Fax: 1. **Mrs. Rambo 317-226-3664** 2. **Mrs. Richardson 317-226-4327**	
Email Address: 1. **Mrs. Rambo RamboY@ips.k12.in.us** 2. **Mrs. Richardson RicharME@ips.k12.in.us**		
Superintendent (Printed name) **Dr. Peggy Hinckley ~ Interim**		Telephone: **317-226-4411**
Signature of Superintendent X Peggy Hinckley		Date: **June 3, 2013**

➔ **Complete and submit this form one time only.**
➔ **Complete a second form, "Priority Application" for *each* school applying for a school improvement grant.**

1. Schools to be Served by LEA

Instructions:

1) Using the list of Priority schools provided by the IDOE, complete the information below, for all priority schools in the LEA typing in the school name and grade span (e.g., K-5, 6-8, 9-12, 6-12, etc.).
2) Place an "X" indicating priority and the school improvement model (intervention) selected, based on the "School Needs Assessment" conducted by the LEA. (Add cells to the table as needed to add more schools.)

School Name	Grade Span	Priority	Based on the "School Needs Assessment" tool, the LEA has determined this model for the school				
			Turn-around	Transformation	Restart	Closure	No model will be implemented
1. Anna Brochhausen School 88	K-6	x					x
2. Brookside School 54	K-6	x					x
3. Charles W. Fairbanks School 105	K-6	x					x
4. Clarence Farrington School 61	K-6	x					x
5. Elder W. Diggs School 42	K-6	x					x
6. Floro Torrence School 83	K-6	x					x
7. Francis Scott Key School 103	K-6	x					x

8. George H. Fisher School 93	K-6	x					x
9. George S. Buck School 94	K-6	x					x
10. James Russell Lowell School 51	P-6	x		x			
11. Key Learning Community Elem.	K-6	x		x			
12. Key Learning Community High School	9-12	x		x			
13. Key Learning Community Jr. High School	7-8	x		x			
14. Louis B. Russell Jr. School 48	P-6	x					x
15. Northwest Community High School	9-12	x		x			
16. Northwest Community Jr. High School	7-8	x		x			
17. Ralph Waldo Emerson School 58	K-6	x					x
18. Raymond F. Brandes School 65	K-6	x		x			
19. Riverside School 44	K-6	x					x
20. Shortridge Law & Public Policy Magnet High School	9-12	x		x			
21. Thomas D. Gregg School 15	K-6	x		x			
22. Washington Irving School 14	K-6	x					x
23. William A. Bell School 60 Reggio Academy	K-3	x					x
24. William McKinley School 39	K-7	x					x

2. Explanation if LEA is NOT Applying to serve Each Priority School

☐ We will serve all of our Priority schools.

X We believe we do not have the capacity to serve all of the Priority schools. Our explanation for why is provided below.

Washington Irving #14 ~ New principal placed for 2013-2014/ The district will continue to support by providing school improvement coaches and targeted support from Curriculum & Instructional Accountability Division and the school's elementary director

Riverside #44 ~ New principal placed for 2013-2014/ The district will continue to support by providing school improvement coaches and targeted support from Curriculum & Instructional Accountability Division and the school's elementary director

Francis Scott Key #103 ~ New principal placed for 2013-2014/ The district will continue to support by providing school improvement coaches and targeted support from Curriculum & Instructional Accountability Division and the school's elementary director

Anna Brouchhausen #88 ~ New principal placed for 2013-2014/ The district will continue to support by providing school improvement coaches and targeted support from Curriculum & Instructional Accountability Division and the school's elementary director

Clarence Farrington #61 ~ New principal placed Jan. 2013/ school will be reconstituted for 2013-2014 school year/ the school is demonstrating incremental improvements; The district will continue to support by providing school improvement coaches and targeted support from Curriculum & Instructional Accountability Division and the school's elementary director

George Buck #94 ~ New principal recently put into place/School was going to be dissolved but will remain for the 2013-2014 school year/ The district will continue to support by providing school improvement coaches and targeted support from Curriculum & Instructional Accountability Division and the school's elementary director

William McKinley #39 ~ New principal placed for 2013-2014/ The district will continue to support by providing school improvement coaches and targeted support from Curriculum & Instructional Accountability Division and the school's elementary director

Ralph Waldo Emerson #58 ~ This school will not be participating in the grant due to a lack in principal change which is a failure to meet all Transformation requirements.

Louis B. Russell #48 ~ This school will not be participating in the grant due to a lack in principal change which is a failure to meet all Transformation requirements.

George Fisher #93 ~ This school will not be participating in the grant due to a lack in principal change which is a failure to meet all Transformation requirements.

Floro Torrence #83 ~ This school will not be participating in the grant due to a lack in principal change which is a failure to meet all Transformation requirements.

Elder Diggs #42 ~ This school will not be participating in the grant due to a lack in principal change which is a failure to meet all Transformation requirements.

Charles Fairbanks #105 ~ This school will not be participating in the grant due to a lack in principal change which is a failure to meet all Transformation requirements.

Brookside #54 ~ This school will not be participating in the grant due to a lack in principal change which is a failure to meet all Transformation requirements.

3. Consultation with Stakeholders

Instructions:

- Consider the stakeholder groups that need to be consulted regarding the LEA's intent to implement a new school improvement model.
- Include the stakeholders (e.g., parents, community organizations) as early on as possible.
- Provide the name of the school and then the stakeholder group, type of communication (e.g., meeting, letter) and the date occurred. (Individual names are not needed*).

School Name: Northwest School Number: 5385

Stakeholder Group	Mode of Communication	Date
Business Finance Committee	Monthly Meetings – Afterschool	May2013 June 2013
Teachers	Staff Meetings – After School (Monthly) and PLC's (Weekly)	May 2013 June 2013
Students	Grade Level Meetings (7-12) – Throughout day (Monthly)	May 2103 June 2013
Parents	Monthly Meetings – Before and/or Afterschool	May 2013 June 2013

D. Collaboration with Teachers' Unions

Several of the school improvement models require the agreement of the teachers' unions to ensure that all of the models' components are fully implemented. For example, one component of the transformation model is an alignment of teacher evaluations to student achievement growth.

The LEA must submit letters from the teachers' unions with its application indicating its agreement to fully participate in all components of the school improvement model selected.

Attached in Appendices

Assurances

Indianapolis Public Schools/ Northwest Community High School assure that it will:

X (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;

X (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;

N/A (3) If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;

X (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;

X (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and

X (6) Report to the SEA the school-level data required under section III of the final requirements.

Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

☐ "Starting over" in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.

☐ Implementing a school wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.

A. LEA Analysis of School Needs

➢ ***Instructions:***

1) With an LEA improvement team that includes staff from the school, complete the two worksheets on the following pages "Analysis of Student and School Data" and "Self-Assessment of High-poverty, High-performing Schools."
2) Develop findings from the data - short phrases and sentences that indicate the facts revealed by the data.
3) Complete a root cause analysis of the findings - the underlying reason for the finding.
4) Consider overall the meaning of the data, the findings, and the root cause analysis in terms of student, teachers, and the principal and school needs.

Appendix B:

Worksheet #1A: Analysis of Student and School Data
Worksheet #1B: *Student Leading Indicators for 2011-2012 and 2012-2013*
Worksheet #2: Self-Assessment of Practices of High-Poverty, High Performing Schools

Worksheet #1: Analysis of Student and School Data

➢ ***Instructions:***

- Complete the table below for available student groups (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) that did *not* pass in English/language arts and/or mathematics for 2011-2012.
- For LEA data, see the IDOE web site: http://compass.doe.in.gov/dashboard/overview.aspx.

Student groups (list groups below)	**% of this group not passing**	**# of students in this group not passing**	**How severe is this group's failure in comparison to the school's rate?**	**How unique are the learning needs of this group?** (high, medium, low)
English/Language Arts				
Example: LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Overall	74.2%	365	High – Majority of school population	High – High mobility rates, High ENL population including 27 different languages with minimal exposure to formal schooling. Interventions and intentionality of instruction limited.
Black	75.2%	228	High – Majority of school population	High – SRI scores indicate the comprehension skills are slowly increasing.
Hispanic	76.2%	80	High – Large fluid population of students who have not been in the country for a year. With multiple language barriers not English or Spanish.	High – English is 2nd language for majority with deficiencies in formal native language as well. Minimal exposure to formal schooling. Interventions and intentionality of instruction limited.

White	61.5%	32	Medium – high mobility rates, poor attendance	Medium – needs motivation to be in school and attend classes as well as actively engage in learning
Multiracial	69.6%	16	Medium – high mobility rates, poor attendance	Medium – needs motivation to be in school and attend classes as well as actively engage in learning
Free & Reduced	73.9%	332	High – increased school population and mobility rate	High – SRI scores indicate the comprehension skills are slowly increasing, yet time management and student ownership is problematic.
Special Ed.	88.3%	98	High –increased school population, lack of high-qualified support.	High – targeted inventions are not always implemented or monitored with fidelity due to lack on instructional support.
LEP	89.6%	69	High – Large fluid population of students who have not been in the country for a year. With multiple language barriers not English or Spanish.	High – English is 2nd language for majority with deficiencies in formal native language as well. Minimal exposure to formal schooling. Interventions and intentionality of instruction limited.

Mathematics

Overall	64.9%	325	High – Majority of school population	High – High mobility rates, High ENL population including 27 different languages with minimal exposure to formal schooling. Interventions and intentionality of instruction limited.
Black	67.7%	205	High – Majority of school population	High – SRI scores indicate reading comprehension is slowly increasing relative to math problem solving.
Hispanic	60.2%	65	High – Large fluid population of students who have not been in the country for a year. With multiple language barriers not English or Spanish.	High – English is 2nd language for majority with deficiencies in formal native language as well. Minimal exposure to formal schooling. Interventions and intentionality of instruction limited.
White	55.6%	30	Medium – high mobility rates, poor	Medium – needs motivation to be in

			attendance	school and attend classes as well as actively engage in learning.
Multiracial	59.1%	13	Medium – high mobility rates, poor attendance	Medium – needs motivation to be in school and attend classes as well as actively engage in learning.
Free & Reduced	64.3%	295	High – below state performance	High - % increasing minimally each year but not enough to close the gap. Targeted interventions lacking for these students.
Special Ed.	77.7%	87	High –increased school population, lack of high-qualified support.	High – targeted inventions are not always implemented or monitored with fidelity due of lack instructional support.
LEP	78.3%	65	High – Large fluid population of students who have not been in the country for a year. With multiple language barriers not English or Spanish.	High – English is 2nd language for majority with deficiencies in formal native language as well. Minimal exposure to formal schooling. Interventions and intentionality of instruction limited.
Asian	91.7%	11	High – Large fluid population of students who have not been in the country for a year. With multiple language barriers not English or Spanish.	High - English is 2nd language for majority with deficiencies in formal native language as well. Minimal exposure to formal schooling. Interventions and intentionality of instruction limited.

Worksheet #1B: *Student Leading Indicators for 2011-2012 and 2012-2013*

Student Leading Indicators

➢ ***Instructions:***

1) Using school, student and teacher data, complete the table below
2) If the indicator is not applicable, such as "dropout rate" for an elementary school, write "NA" - not applicable - in the column.
3) Review the data and develop several key findings on the next page.

	2011-2012	2012-2013
1. Number of minutes within the school year that students are required to attend school	**64800**	**64800**
2. Dropout rate*	**31/909** **3%**	**54/1008** **5%**
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	**92.9%**	**93.98%**
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	**36 Students** **8%**	**56 Students** **13%**
5. Number of students completing dual enrollment classes	**16**	**40**
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	**Summer School** **2 Intersessions**	**After School Tutoring** **Summer School** **2 Intersessions**
7. Discipline incidents*	**6098**	**5282**

8. Truants (# of unduplicated students, enter as a whole number)	**3**	**120**
9. Distribution of teachers by performance level on LEA's teacher evaluation system	**Unsatisfactory-0** **Basic-16** **Proficient-57** **Distinguished-2**	**Ineffective-0** **Improvement Necessary-10** **Effective-66** **Highly Effective-0**
10 Teacher attendance rate	**98%**	**98.3%**

*If this school is a high school, disaggregation of the data by student groups would be informative in your planning.

What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership? *Inappropriate example:* Students from Mexico aren't doing well in school. " *Appropriate example:* "75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+." *Appropriate example:* "65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of 'vocabulary'."	**What is at the "root" of the findings? What is the underlying cause?** *Inappropriate example:* "Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English." *Appropriate example:* "Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years."
68% of overall students failed the Grade 10 ELA portion of ECA.	ELA students not mastering indicators need 30 minutes more for differentiated instruction, based on individual student data, during success periods. Students need teachers in their classrooms that are trained in the most engaging strategies for their content. All students need to be engaged in instruction addressing different learning modalities and varied rates of instruction. ENL students do not stay for afterschool tutoring. We need to offer before school support. Individual student data is not consistently shared with students.

65.3% of overall students failed the ELA portion of ISTEP+ 71.8% of Special Education students failed ELA portion of ISTEP.	Eight Step Process was implemented, but individual student data was not shared consistently with students. • Students need to see data regularly and track their own strengths and weaknesses. • Students need to set goals and build action plans that can track. • Success periods need to be more hands-on and structured. Rigorous Instruction was not a common, consistent practice. Low percentage of students stayed for Extended Day. 7th graders need more time with reading comprehension and vocabulary during success periods. 8th graders need intentionally support with reading comprehension, vocabulary and directed reading. Teachers need more differentiated strategies based on students reading levels relative to SRI scores.

Worksheet #2: Self-Assessment of Practices High-Performing Schools

➢ ***Instructions:***

- The following table lists the research and best practices of effective schools, especially of high-poverty, high-performing schools. These practices are embedded in the school improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

The Principal and Leadership	**1**	**2**	**3**	**4**	**The Principal and Leadership**
1. Spends most of the time managing the school.			X		1. Spends great deal of time in classrooms.
2. Is rarely in the classrooms.					2. Conducts frequent walk-throughs.
3. Is not knowledgeable about English/ language arts or mathematics instruction.			X		3. Knows E/LA and mathematics instruction well and is able to assist teachers.
4. Serves as lone leader of the school			X		4. Utilizes various forms of leadership teams and fosters teachers' development as leaders.
5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.	X		X		5. Is not bound by seniority rules in hiring and placement of teachers.
Instruction	**1**	**2**	**3**	**4**	**Instruction**
1. Is primarily lecture-style and teacher-centered.		X			1. Includes a variety of methods that are student-centered.
2. Places the same cognitive demands on all learners (no differentiation).		X			2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI).
3. Is primarily textbook-oriented.		X			3. Uses multiple sources beyond textbooks.
4. Does not include technology.	X				4. Includes frequent use of technology.
5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.		X			5. Works in teams, discussing student
6. Instruction is rarely evaluated and					

connections to student learning growth or increased graduation rates are not made.		X			learning and instructional ideas. 6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.
7. Instruction is not increased to allow for more student learning time.		X			**7.** Schedules and strategies provide for increased student learning time.

Curriculum	1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum. 2. Is considered to be the textbook or the state standards. 3. Is not aligned within or across grade levels. 4. Is not rigorous or cognitively demanding. 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. 6. Is not differentiated for struggling students.	X	X	X X X X		1. Is observed by school leadership that it is being taught. 2. Is developed by the district/teachers based on unpacking the state standards. 3. Is aligned within and across grade levels. 4. Is rigorous and cognitively demanding. 5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum. 6. Is differentiated for struggling students.
Data - Formative Assessments	**1**	**2**	**3**	**4**	**Data - Formative Assessments**
1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies.		X X X			1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work
Professional Development	**1**	**2**	**3**	**4**	**Professional Development**
1. Is individually selected by each teacher; includes conferences and conventions. 2. Is not related to curriculum, instruction, or assessment. 3. Is short, i.e., one-shot sessions. 4. Does not include follow-up assistance, mentoring, or monitoring of classroom	X	X X	X		1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities. 4 Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.

implementation.					
Parents, Family, Community	**1**	**2**	**3**	**4**	**Parents, Family, Community**
1. Does not provide extended supports.		X			1. Provides social and emotional supports from school and community organizations.
2. Does not ensure a safe school and community environment for children.		X			2. Creates a safe learning environment within the school and within the community.
3. Does not Includes use of advisory periods to build student-adult relationships.	X				3. Includes use of advisory periods to build student-adult relationships.

Cultural Competency	1	2	3	4	Cultural Competency
1. Holds the belief that all students learn the same way.		X			1. Holds the belief that students learn differently and provides for by using various instructional practices.
2. Uses the textbook to determine the focus of study.		X			2. Combines what learners need to know from the standards and curriculum with the needs in their lives.
3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people.		X			3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others.
4. Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups.		X			4. Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups.
5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.	X				5. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class.

What are the key findings from the self-assessment of high-performing schools?	**What is at the "root" of the findings? What is the underlying cause?**
Appropriate example: "We don't have a curriculum aligned across grade levels." *Appropriate example:* "We only teach flags, festivals and foods with our students. "	*Appropriate example"* We don't know how to align our curriculum across grade levels." *Appropriate example:* "Connecting curriculum to students' lives takes longer to prepare lessons."
We do not have time for re-teaching of standards that students are struggling with in the aligned curriculum. Students were not showing ownership of their academic data. Special Education Students and ENL students are not targeted with directed support.	Connecting the standards to the students' lives requires more time than the allotted time in Pacing Guide. Individual student data was not shared consistently with students so that students could set personal goals Assessments are given so frequently that students are unaware of the importance of each one. Classroom Assistants were streamlined for budget reasons. Students need to have time with consistent staff to practice strategies that are successful for the student. Highly qualified staff for the inclusion support is limited. Both Special Education and ENL students need a schedule and staff that allows for flexibility to allow for small group instruction paced at their learning level. Staff does not know how to provide accommodations and modifications for the ENL students in content areas.

B. Selection of School Improvement Model

➢ ***Instructions:*** Read and discuss with the team the elements of the four school intervention models below. .

Turnaround Model
Required Elements
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a turnaround office, hire a turnaround leader, or enter into a contract to obtain added flexibility in exchange for greater accountability.
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.
Promote the use of student data to inform and differentiate instruction.
Establish schedules and implement strategies that provide increased learning time.
Provide appropriate social-emotional and community-oriented services and supports for students.

Transformation Model
Required Elements
<u>Develop Teacher and Leader Effectiveness</u> 1. Replace the principal who led the school prior to implementing the model. 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal 3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not. 4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.
<u>Increasing Learning Time and Creating Community-Oriented Schools</u> 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement.
<u>Comprehensive Instructional Reform Strategies</u> 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. 2. Promote the continuous use of student data to inform and differentiate instruction.
<u>Provide Operational Flexibility and Sustained Support</u> 1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting). 2. Ensure school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization.

Turnaround Model
Permissible Elements
New school model (e.g., themed, dual language academy
Any of the required and permissible activities under the transformation model – these would be in addition to, not instead of, the actions that are required as part of a turnaround model.

Transformation Model
Permissible Elements
<u>Develop Teacher and Leader Effectiveness</u> 1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model. 2. Institute a system for measuring changes in instructional practices resulting from professional development. 3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. 4. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Strategies must be in addition to those that are required as part of this model.
<u>Comprehensive Instructional Reform</u> 1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. 2. Implement a school wide "response–to–intervention" model. 3. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students. 4. Using technology-based supports. 5. In secondary schools – a) increase rigor b) summer transition programs; freshman academies c) increasing graduation rates establishing early warning systems
<u>Increasing Learning Time and Creating Community-Oriented Schools</u> 1. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments. 2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships. 3. Implement approaches to improve school climate and discipline. 4. Expand the school program to offer full-day kindergarten or pre-kindergarten.
<u>Operational Flexibility and Sustained Support</u> 1. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA. 2. Implement a per-pupil school-based budget formula that is weighted based on student needs.

Restart Model
Required Elements
Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.
Must enroll within the grades it serves, any former student who wishes to attend.
Permissible Elements
May implement any of the required or permissible activities of a turnaround model or a transformation model.

School Closure Model
Required Elements
Close the school and enroll the students in other schools in the LEA that are higher achieving.

II. Selection of Improvement Model

Based on our findings of the three data sources, the LEA is selecting this model for this school:

☐ Turnaround ☐ Restart

X Transformation ☐ Closure

➢***Instructions:*** Reflect on the data, findings, root cause analysis, and self-assessment and the elements of the four improvement models. As a team, reach consensus, as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, to affect principal leadership, teacher instruction, and student learning.

Intervention model selected: **Transformation**

(1) *Describe how the model corresponds to the data, findings, root cause analysis and self-assessment and led to the selected model.*

The key findings and underlying causes at Northwest Community High School suggest that there is a need for more professional development that is implemented consistently by classroom teachers. Professional development needs to address differentiated instruction, use of varied instructional models and technology to engage students. The implementation must be monitored by administrators and interventions provided for teachers. Low test scores indicate that an intervention model is needed to differentiate individual students' instruction and learning and to address their educational needs. Individual student data needs to be shared timely and consistently with the students to ensure equity of outcomes for students experiencing difficulty in mastering the indicators. The process for analyzing student data to find and address the gap in curriculum has been inconsistent. Data is analyzed; however, implementation of instruction has not been effective. Most teachers don't develop lesson plans based on formative or summative data but on standards only. Whole group class instruction is the norm, whereby, differentiated instruction must be consistently implemented for every student to successfully achieve state and district academic goals. The lack of consistently differentiating instruction has resulted in low test scores.

Findings from Student and School Data results and Root Causes—in addition to information gained through the Self-Assessment of Practices in High-Performing Schools survey, the school's Leading Indicators data and Root Causes led to our decision to select the TRANSFORMATION MODEL. The transformation model will examine practices/strategies that will increase and sustain student academic achievement within a one to three year period of time.

ELEMENTS OF THE TRANSFORMATION MODEL:

1. Develop Teacher & Leader Effectiveness—REPLACE THE PRINCIPAL

The principal for Northwest Community High School (7-12), Mrs. Phyllis Barnes, was selected by the superintendent in 2011-2012 based on her instructional leadership and excellence in the area of instructional supervision and evaluation. Mrs. Barnes has been a secondary administrator for 20 years and has earned recognition for her ability to observe instruction and accurately determine the level of proficiency of the teacher and to have the courage to facilitate the instructional conversation in order to move their instruction to a level that has increased student achievement. Mrs. Barnes has demonstrated in each of her administrative assignments the ability to develop teacher leaders and to bring educators and community together to improve the instructional opportunities for the students of her school.

2. Develop Teacher & Leader Effectiveness—RIGOROUS, TRANSPARENT, AND EQUITABLE EVALUATION SYSTEM

Beginning in the 2012-2013 academic year, the Indianapolis Public Schools implemented the Indiana Department of Education's new evaluation model and development system, **RISE**. **RISE** provides for IPS teachers to receive the meaningful feedback and support they need to grow professionally, and ensures Indiana students have teachers who will help them grow academically. **RISE** brings principals and teachers together in a common mission of developing, supporting, and recognizing excellent teaching.
(Information from: www.riseindiana.org)

The **RISE** model complies with Senate Enrolled Act 1 states that evaluations must:

- **Be annual:** Every teacher, regardless of experience, deserves meaningful feedback on their performance on an annual basis.
- **Include Student Growth Data:** Evaluations should be student-focused. First and foremost, an effective teacher helps students make academic progress. A thorough evaluation system includes multiple measures of teacher performance and growth data must be one of the key measures.
- **Include Four Rating Categories:** To retain our best teachers, we need a process that can truly differentiate our best educators and give them the recognition they deserve. If we want all teachers to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.

The administrators at Northwest Community High School attended four (4) ½ day trainings (scheduled in May 2013) and one (1) full day training (scheduled in July 2013) to receive a certificate of training completion. They will attend a (1) day training in July 2013 to calibrate classroom observations using the **RISE** rubrics for Teacher Effectiveness. Teacher understanding of the **RISE** evaluation and development system started in the spring of 2012 with information disseminated at principals' meetings. Deeper and more complex training will take place in the summer of 2013 and at the beginning of the 2013-2014 academic years.

3. Develop Teacher & Leader Effectiveness—REWARDING OF SCHOOL LEADERS/TEACHERS/OTHER STAFF

The process to be used to identify and reward school administrators/ instructional staff will begin with data collection as it pertains to:

- student performance;
- high quality informal walkthroughs;
- utilization of formative and summative assessments;
- growth in student data based on interim assessments;
- leadership capacity;
- implementation of career and college readiness;
- personal implementation of his/her professional growth plan;
- RISE Evaluation System (administrators & instructional staff);
- IPS Evaluation System (non-instructional staff).

Lead teachers will earn a stipend.

4. Develop Teacher & Leader Effectiveness—HIGH QUALITY, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

To design and deploy effective and sustainable job-embedded professional development, staff will collaborate with A2Z Educational Consultants. A2Z will work closely with the administrative team, Business Finance Coordinator, and instructional staff at Northwest Community High School to create a school culture of collaboration and a community of learners through the PLC process and after school professional development academies. A2Z Educational Consultants and Instructional Coaches provided through the SIG will provide professional development leadership to the school through planning of activities that promote reflective practice. In addition, sessions will be planned that empower teachers to commit to their continuing development to enhance classroom strategies that will impact instruction.

The goal of the school is to develop a strong cultural identity consistent with the core value of improving student achievement. A2Z will work with teachers to be presenters and administrators will encourage the growth of teachers as leaders. Clearly, the use of teachers as leaders in professional development will provide benefits to improve collaboration and climate, as well as instructional effectiveness.

Furthermore, A2Z and Northwest Community High School will provide school-wide professional development to improve instruction with on-site (daily) instructional coaching. They will work with the staff in building routines and procedures and can ensure that learning continues to grow in the classroom.

The SIG grant will allow us to hire a Project Manager to provide clerical support, assist with assessment and data reports, coordinate professional development, and prepare documents and schedules to meet federal, state, and local guidelines.

SIG funding will permit teachers to be paid stipends for curricular work to be performed during Intersessions, Summer Sessions, or extended day programs.

Northwest Community High School has very limited technology and students will need a digital device to be able to access online research sites and collaborate to complete projects. Teachers will require training to support in-class use of digital devices and integrate technology in classroom instruction.

5. Develop Teacher & Leader Effectiveness—FINANCIAL INCENTIVES/PROMOTION/CAREER GROWTH/FLEXIBLE WORK CONDITIONS

This School Improvement Grant provides the opportunity for effective teachers to be identified as a "teacher leader". Identified teacher leaders at Northwest will form the Teacher Leadership Team for the 2013-2014 academic year. The Teacher Leadership Team members will be teachers that have a practical perspective of the needs of the school that transcend the knowledge of an outside expert. Their duties will include engaging in collaborative decision making and problem solving with their colleagues to support students' learning and well-being. These leadership opportunities for growth will lead to improved student achievement.

Bi-weekly meetings will be required and lead teachers and coaches will provide teachers with opportunities to develop professional development plans and match teachers' needs to professional development sessions that are planned. Teacher leaders will receive a stipend.

Additionally, NWCHS and the IPS Curriculum & Instructional Accountability Division will support issues and concerns from new teachers and newly hired teachers. An orientation program will include differentiated support for teachers who have been in the profession between one and five years. Content specific support will be available by the Curriculum & Instructional Accountability Division.

6. Increasing Learning Time and Creating Community-Oriented Schools— INCREASED LEARNING TIME

To truly accelerate learning for students who are far behind and for whom non-academic challenges are prevalent requires more time—with intense, targeted interventions provided by highly-effective instructors. Extended-time learning opportunities for students at Northwest Community High School will consist of the following format:

- Extended Day—Four (4) times per week
- Two - One Week Intersessions
- Summer School

- 30 minutes before school

Only highly-effective teachers will be selected to provide extended-time learning opportunities for students. Those meeting selection criteria will be paid to provide (a) after-school instruction; and/or (b) during the additional balanced Calendar Intersession school days, and (c) Saturday Academies. Teachers will be recruited for a variety of roles: Content Teachers (E/LA and Mathematics), Special Populations Teachers (ELL and Special Education), or Reading Specialists. Based on students' performance on formative assessments (Scrimmages and Diagnostic Acuity Benchmarks) and classroom performance, students will be required to attend the after-school program for tutoring in English/Language Arts and Mathematics. For students at NWCHS, this support will be in addition to the targeted assistance received daily during the 8-Step Process "success" period. A key element of the 8-Step Process is the continuous use of data to determine which students have mastered content covered over a period of time, and which students need additional support.

During bi-monthly "Learning Log" meetings (part of the 8-Step Process), teacher teams will review the results of formative assessments (Scrimmages & Diagnostic Benchmarks) to: (a) determine how students performed and their specific areas of strengths and weaknesses; (b) identify classrooms where overall performance was strong and share the effective practices that influenced those results; (c) problem-solve instructional and student-specific issues; and (d) re-group students for additional support—remedial or enrichment during scheduled 30-minute "success" periods.
Beginning after the first Scrimmage results are available, the increased learning time academic support program will operate from 2:30-4:30 p.m., Monday through Thursday for 27 weeks.

- SIG monies have been budgeted to support 11 teachers for Academic Support: 4 E/LA, 4 Math, 2 Special Education and 1 English Language Learner
- Students will convene in a central location to sign-in for after-school programs and then be escorted by their assigned instructor to a classroom for tutoring
- Transportation home following the extended-time learning will be provided to students participating in the program

Balanced Calendar Intersessions: Additional Days Added to the School Year

Saturday Academy will be an Option for Students who work during the Week: The same services that will offered during the week will be provided.

7. Increasing Learning Time and Creating Community-Oriented Schools—FAMILY AND COMMUNITY ENGAGEMENT

Engage students in community outreach efforts—Involving Family and Community Engagement:
Establish Pioneer Space Cadet Student Leadership/Student Government: Students will vote for their representative from each grade level. The student leadership team will work with teachers and the community to have a "voice" in school policy, events, academic mission, etc.

- Bi-monthly meetings before/after school
- Students will be trained by Peace Learning Center
- Pioneer Space Cadets will work closely with Administration to plan for school improvement.
- Leadership Training Ongoing

8. Comprehensive Instructional Reform Strategies—EXTERNAL PROVIDER

A2Z EDUCATIONAL CONSULTANTS INC. is a corporation that provides research based educational consulting services to districts, schools and other educational agencies. We believe organizations become successful through the collective efforts of individuals. We also believe teachers and administrators are the key to academic success for all students. We, therefore, provide services to all levels of the organization from the classroom, grade level and/or department to the school and the district. The Associates at A2Z show commitment to "maximum growth for every student" by assisting districts and school sites in their efforts to support the teaching and learning process through improved teacher quality and student engagement.

A2Z employs a variety of Associates and consultants in order to meet the needs of schools and districts. The A2Z Team includes a former superintendent, assistant superintendent of curriculum and instruction, former university faculty both in the Teacher Education and Educational Leadership Departments, site administrators, instructional coaches and teachers.

What We Do

Associates have extensive experience **supporting low performing schools** and have served as external entities and support providers for Program Improvement Schools, SAIT Schools, Immediate Intervention and Underperforming Schools Program (IIUSP), and High Priority Schools. As support providers, we have facilitated diverse groups in over 50 schools and /or districts. A2Z is also an approved DAIT provider in California.

Associates also involve school staffs, site planning teams, instructional coaches, administrators and district staffs in a cycle of inquiry focused on improving student achievement. This process includes the following:

- Analyzing data,
- Analyzing district, school and/or classroom practices,
- Reviewing and analyzing Common Core State Standards
- Implementing stakeholder focus groups,

- Agreeing on strategies and actions for improving student achievement and
- Monitoring the implementation of those strategies and actions.

The A2Z Team has assisted CA districts and schools to achieve sustained improvement in the following specific areas (including the nine Essential Program Components):

District	School / Other	Focus Area(s)
Alameda USD	Superintendent's Cabinet Elem. Middle & High schools	District-wide Equity and Excellence
Fowler USD	Sutter MS	Core Dept's Focus on Standards Planning
San Lorenzo USD	Del Rey Elementary Hillside Elementary	Data Analysis, Review of School Practices, Staff Interviews, consensus on areas of focus & single plan development
San Francisco USD	Martin Luther King MS	Formative & Summative Assessment Analysis, Administrative Coaching, SAIT Strategies Implementation, Strategic Planning
Lynwood USD	Agnes Elementary, District-wide GATE Teachers Workshop	Standards and Motivation Analysis of GATE Data and focused implementation of research based strategies
Rialto & San Bernardino USD	All Elementary Staff All Site Administrators, Instructional Coaches and Selected District Staff	Reading First, Year 2 Coaching For Results Universal Access Equity Walk Protocols
Huntington Beach El. USD	All Schools	Data Analysis, reaching consensus on areas of focus and next steps
Fresno USD	Sequoia MS Carver MS	Textbook adoption implementation Grade level/department collaboration Standards-based intervention program.
Gonzales	Principals, High school Departments and Fairview middle school	Data Analysis Training and Instructional Leadership Support Aligning curriculum and assessments, Principal coaching

NCLB Schools' AYP History
2004-2008

School Name	2008	2007	2006	2005
	# Categories made	*# Categories made*	*# Categories made*	*# Categories made*
Arlington Community High School	6/17 = 35.2%	1/17 = 5.8%	0/17 = 0 %	3/17 = 17.6%
Attucks Medical Magnet	20/21 = 95.2%	20/21 = 95%	13/21= 61.9%	19/23 = 82.6%
Donnan Middle School	8/13 = 61.5%	13/21 = 61.9%	15/23 = 65.2%	12/21 = 57.1%
Gambold Middle School	21/21 = 100%	17/29 = 58.6%	12/25 = 48.0%	3/9 = 33.3%
Harshman Middle School	12/13 = 92.3%	18/27 = 66.6%	20/27 = 74.0%	25/29 = 86.2
Howe Community High School	14/21 = 66.6%	5/21 = 23.8%	3/25 = 12.0%	9/21 = 42.8%
Marshall Community High School	7/17 = 41.1 %	8/17 = 47.0%	12/23 = 52.1 %	15/27 = 55.5 %
Northwest High School	10/13 = 76.9%	0/25 = 0.0 %	2/21 = 0.5%	4/25 = 16.0 %
Shortridge Middle School	29/29 = 100%	18/29 = 62.0%	23/29 = 79.3 %	23/25 = 92.0%

School Name	2008	2007	2006	2005
	# Categories made	*# Categories made*	*# Categories made*	*# Categories made*
Washington Community High School	17/25 = 68%	4/21 = 19.0 %	3/25 = 12.0%	9/25 = 36.0%

- Schools A2Z worked with from 2005-2008
- Schools A2Z Educational Consultants worked with in 2007-08 **only**

A2Z Associates are familiar with Common Core State Standards, research based reform practices, adopted textbooks and materials, and many resources and intervention programs. They are particularly adept at guiding staff decisions toward the next steps needed to maximize student growth in order to meet or exceed state targets. During this collaborative process, the Associates, along with the staff and leadership, identify specific areas of focus in English and language arts, mathematics, and other content areas, while developing specific strategies to remove barriers and to improve school-wide and sub-group student academic achievement.

At A2Z, we believe the first step in securing commitments from the school or district staff is to include staff in the study and analysis of multiple sources of data. The primary data sources utilized by A2Z consists of disaggregated state summative assessment data, formative assessment data, classroom and school observations, staff interviews, stakeholder surveys and focus groups. During this process, the facilitator poses difficult questions to promote reflection and analysis, develops consensus regarding common outcomes, shares research based information and assists staff to develop options for implementation. Finally, A2Z Associates establish professional credibility while developing a rapport with staff, which we believe is essential to securing the commitments required for successful implementation.

Associates provide **facilitation, strategic and creative planning services** that include techniques in meeting styles, decision-making methods, facilitative attitudes, problem solving methods and tools, as well as strategies for reaching consensus. We believe that establishing a trusting atmosphere where norms are agreed to and followed enhance the probability of reaching positive outcomes.

Professional development services for teachers, site administrators and other school and district leaders is a hallmark for A2Z. Professional Development content area workshops are designed to increase understanding of content indicators, provide strategies for use with a diverse group of students, and support the effective use of state adopted instructional materials in English Language Arts, Mathematics and other core areas.

A2Z **lesson plan development** based on state standards and aligned with district pacing guides is provided in both English language arts and mathematics. Lesson plans are developed using district adopted/selected instructional materials and various lesson design formats but primarily utilizing the direct instruction lesson design. Teachers are provided comprehensive lesson plans, student handouts and all supplementary material needed to implement the plan. Plans include recommendations for differentiation and re-teaching.

A2Z Associates offer a number of **workshop series** including one entitled *Coaching For Results*, developed from the research of Lucy West, Acheson & Gall and Costa & Garmston. Coaching for Results is designed to train coaches, teacher leaders, and administrators in a coaching process that focuses on equity and student achievement results. Another workshop entitled *The Equity Walk Protocol* focuses on viewing school and classroom practices through an equity lens and securing commitments from staff to engage in courageous conversations about equity data and its impact on student achievement. As Associates encounter strategy needs, they draw from the research of Schmoker, Marzano, Tomlinson, Delpit and Stiggins and others in order to support teachers as they modify their professional practice to meet student needs.

All STAFF RETREAT: Building a Culture of Achievement

The goal of the *All Staff Retreat* is to help all staff review and analyze student achievement data, develop standards-based goals and objectives; to reflect on the current school culture; review instructional strategies and best practices and to focus on creating a *culture of achievement* among students, teachers, support staff and administration.

School mission statements regularly promise to close the achievement gap and tout the belief that "All Kids Can Learn". Those words have become a universally accepted, politically correct belief statement without providing a literal focus for staff attitudes, behaviors or practices.

During retreat sessions the staff will come to grips with their beliefs, practices and current results as well as, engage in an analysis of the following questions:

- What school characteristics, structures and practices have been most successful in helping all students achieve at high levels?
- How can we adopt and implement those characteristics, structures and practices?
- What commitments would we have to make to one another to achieve success?
- What indicators could we monitor to assess our progress?

When the entire staff has gained knowledge, shared positive and negative results, and found common ground on the above questions, they will be able to build a foundation for moving forward.

We believe that when all adults in a school take the "All Kids Can Learn" statement literally—when teachers, support staff and administrators view it as a pledge to ensure the success of each student, profound changes begin to take place and the *culture of achievement* is established.

MATHEMATICS

A2Z believes that **all students** are capable of learning mathematics and learning it well. To ensure that students not only will develop fluency in computational skills but also will be able to understand mathematical concepts, solve problems, find solutions, reason mathematically, and communicate with precision, A2Z has employed a nationally recognized math expert. A2Z's Math expert will work alongside teachers of mathematics as they instruct students who arrive ready to master grade skills and to also effectively instruct those students who are still struggling to master prerequisite skills and standards for earlier grade levels.

Sample Mathematics Content

- Math Common Core State Standards
- Essential math concepts for each grade level
- Algebra and functions throughout the grade levels
- Mastering Algebra I in the 8th grade
- Identifying rigor in math lessons
- Identifiable barriers to student learning
- Helping teachers to pursue successful mathematics achievement for every student.
- Understanding school level assessment data and formulating successful strategies
- Strategies for passing the High School Exit Exam
- Effective approaches for engaging in "Courageous Conversation"

ENGLISH LANGUAGE ARTS (ELA)

The ability to communicate is a goal that all parents and teachers have for their children. The English–language arts curriculum consist of four important communication processes: reading, writing, speaking, and listening. It is important for all students to develop a strong foundation in language skills because competency in oral and written language leads to further learning in all other content areas.

A2Z contracts with several Associates who work exclusively in the area of English Language Arts. A2Z's English Language Arts Associates will work with English Language Arts teachers to differentiate lessons for students who are ready to master grade skills and to also effectively instruct those students who are still struggling to master prerequisite skills and standards for earlier grade levels.

Sample English Language Arts Content

- English Language Arts Common Core State Standards
- Essential English/language arts concepts for each grade level
- Reading comprehension throughout the grade levels
- Mastering specific writing genres
- Identifying rigor in English, reading and writing lessons
- Identifying barriers to student learning

- Helping teachers to pursue successful English/language arts achievement for every student.
- Effective approaches for engaging in "Courageous Conversation"
- Using statewide, district & school assessment data to formulate Closing the Achievement Gap Strategies
- Strategies for ensuring ELA proficiency on the High School Exit Exam

LEADERSHIP SUPPORT AND *WALK THROUGHS*

More than ever, principals are being called upon to exercise strong instructional leadership in schools. They are expected to coach, mentor and support teachers as they approach the difficult task of promoting high levels of student achievement in a standards-based, accountability-oriented environment. One of the most promising strategies for providing this leadership is the *Learning Walk* or *Walk Through*. The Walk Through is a frequent, brief and focused visit to classrooms for the purpose of observing, first hand, the instruction that is provided and the needs of staff and students in the school."

The *Walk Through* is an important leadership tool for instructional improvement. By focusing on a specific aspect of instruction, school leaders or teams of teachers can identify topics for professional development or faculty support and mentoring.

Before observations, practical processes assist principals to develop an understanding of what to look for in effective lessons and how to assist teachers to prepare all students to gain a conceptual understanding of concepts and to exhibit mastery on state summative assessments.

FOCUS ON STUDENT ACHIEVEMENT

WHOLE STAFF MEETING (after state assessment results are received)

- Overview of the states summative assessment system
- Share a trend chart of schools data for the prior 5 years, if available to determine the school's improvement trajectory.
- Present an overview of the school's current data results
- Begin an initial review and disaggregation of grade level /department data in small groups (grade level, department or other).

GRADE LEVEL/DEPARTMENT MEETING:

- Review and analyze State Summative Assessment Data by grade level and subject
- Provide data results by teacher for the previous year

- Provide data results for teachers for their current students
- A grade level/department learning profile is constructed
- Teachers engage in discussion of what instructional strategies may or may not be working
- Barriers, instructional priorities and support strategies are identified for each content area

Following the first interim or benchmark assessment and prior to the grade level meetings:

- Individual teachers review and analyze interim assessment data for their own classes.
- Individual teachers also record their results and key points of the analysis to share at the next grade level/department meeting.

Next Grade Level/Department Meeting:

- Each teacher reports what they learned from the analysis of their students interim assessment data
- Teachers make instructional decisions for all students who are not on track to meet grade level standards

Meetings are held monthly to review assessment and to analyze the results of instructional support on the class and on focus students.

PACING GUIDES

A2Z Associates work with selected school/district staff in order review grade level content standards, and develop Pacing Guides for all grade levels in the following Core Content areas:

- English Language Arts
- Math
- History Social Science
- Science

A pacing guide is a written schedule/calendar displaying the sequence of content standards and skills related to a particular course and/or grade that must be taught during a defined period of time (semester, quarter, or year). Each subject area follows a logical sequence within a grade level and between grade levels. The pacing guides will include materials to be utilized and a schedule of when assessments will be administered. In contrast to curriculum maps, pacing guides are like timelines showing what each teaching team plans to cover over the course of a year.

To develop pacing guides for each grade-level core content area the following resources will be used:

- The expertise of subject-matter teachers
- Adopted materials for each grade level and content area
- Benchmark assessment schedule
- State summative assessment schedule
- The annual school calendar
- Any adopted curriculum documents

COACHES' ENGLISH/LANGUAGE ARTS INSTITUTE

Content Focused Coaching is a long-range professional development practice in which coaches work individually or with groups of classroom teachers to design, implement, and reflect on rigorous, standards-based lessons that promote student learning. Coaches play a pivotal role in helping teachers develop a repertoire of instructional strategies and broader content knowledge. Coaches also assist principals in their developing understanding of what to look for in effective mathematics lessons.

Week I Content and Pedagogy	Week II Coaching Strategies
◆ Teaching reading and writing throughout the grade levels ◆ Identifying rigor for all students ◆ Identifying barriers to student learning ◆ Helping teachers to pursue successful English/language arts achievement for every student. ◆ Using statewide, district & school assessment data to formulate Closing the Achievement Gap Strategies	◆ Equity lens classroom observations ◆ Techniques for monitoring rigor for all students ◆ Coaching Protocols ◆ Observation Instruments ◆ Using data to identify grade level/department strengths and weaknesses ◆ Lesson Study process and protocols ◆ Effective approaches for engaging in "Courageous Conversation"

Ongoing Coaching Support

Coaches will participate twice a month in professional learning community meetings. Meetings include inquiry protocols, self-reflection, feedback, professional development, case studies and problem solving.

Participants Materials

- Materials Binder
- Research-Based Articles
- Observation Protocols and Instruments
- PowerPoint Presentations

ADMINISTRATORS' ENGLISH/LANGUAGE ARTS INSTITUTE

The Administrators' English/Language Arts Institute focuses on reading and writing, content, effective pedagogy and walk through protocols. Practical processes assist principals to develop an understanding of what to look for in effective English, reading and writing lessons and how to assist teachers to prepare all students to gain a conceptual understanding of English, reading, and writing concepts and to exhibit mastery on state summative assessments.

Sample Institute Content

- Review of the Common Core State Standards
- Essential English/language arts concepts
- Readings comprehension throughout the grade levels
- Mastering writing throughout the grade levels
- Identifying rigor in English, reading and writing lessons
- Identifiable barriers to student learning
- Helping teachers to pursue successful English/language arts achievement for every student.
- Understanding school level assessment data and formulating successful strategies
- Effective approaches for engaging in "Courageous Conversation"

Participants Materials

- Materials Binder
- Research-Based Articles
- Detailed Agendas
- PowerPoint Presentations
- Walk -Through Protocols
- Observation Instruments

COACHES' MATHEMATICS INSTITUTE

Content Focused Coaching is a long-range professional development practice in which coaches work individually or with groups of classroom teachers to design, implement, and reflect on rigorous, standards-based lessons that promote student learning. Coaches play a pivotal role in helping teachers develop a repertoire of instructional strategies and broader content knowledge. Coaches also assist principals in their developing understanding of what to look for in effective mathematics lessons.

Week I Content and Pedagogy	Week II Coaching Strategies
◆ Teaching Algebra throughout the grade levels ◆ Identifying rigor for all students ◆ Identifying barriers to student learning ◆ Helping teachers to pursue successful math achievement for every student. ◆ Using statewide, district & school assessment data to formulate Closing the Achievement Gap Strategies	◆ Equity lens classroom observations ◆ Techniques for monitoring rigor for all students ◆ Coaching Protocols ◆ Observation Instruments ◆ Using data to identify grade level/department strengths and weaknesses ◆ Lesson Study process and protocols ◆ Effective approaches for engaging in "Courageous Conversation"

Ongoing Coaching Support

Coaches will participate twice a month in professional learning community meetings. Meetings include inquiry protocols, self-reflection, feedback, professional development, case studies and problem solving.

Participants Materials

- Materials Binder
- Research-Based Articles and Detailed Agendas
- PowerPoint Presentations
- Observation Protocols and Instruments

ADMINISTRATORS' MATHEMATICS INSTITUTE

The Administrators' Mathematics Institute focuses on mathematics content, effective pedagogy, and walk through protocols. Practical processes assist principals to develop an understanding of what to look for in effective mathematics lessons and how to assist teachers to prepare all students to gain a conceptual understanding of mathematics concepts and to exhibit mastery on state summative assessments.

Sample Institute Content

- Review of the Common Core State Standards
- Essential math concepts for grades 6-8 grades
- Algebra and functions throughout the grade levels
- Mastering Algebra 1 in the 8th grade
- Identifying rigor in math lessons
- Identifiable barriers to student learning
- Helping teachers to pursue successful mathematics achievement for every student.
- Understanding school level assessment data and formulating successful strategies
- Effective approaches for engaging in “Courageous Conversation”

Participants Materials

- Materials Binder
- Research-Based Articles
- Detailed Agendas
- PowerPoint Presentations
- Walk -Through Protocols
- Observation Instruments

Northwest, in partnership with A2Z Educational Consultants, will implement a series of targeted initiatives to improve instruction during the 2013-2014 school year. IPS would like to move Northwest achievement forward with a plan to focus on:

1. Targeted initiatives that focus on our student data that would include but are not limited to:
    a. School-Wide Professional Development to Improve Instruction
    b. Supplemental Professional Support to Develop the Depth of our Math and ELA Instruction
    c. Introduce Academic Interventions for Students in Math and ELA
    d. Deepen Building-Wide Leadership Capacity
    e. Build a positive, friendly, and interactive relationship with our school community
        i. Business Partners
        ii. Parents
2. Add additional initiatives funded by the School Improvement Grant
    a. Engage Students in Community Outreach Efforts
    b. Revised Process for Early Identification and Intervention with At-Risk Students
    c. Intentionally design extended learning opportunities for our students
    d. Provide extensive professional development beyond the scope of the work
    e. Recruit and Retain Highly Qualified and Effective Faculty and Staff

9. Comprehensive Instructional Reform Strategies—STUDENT DATA & DIFFERENTIATION OF INSTRUCTION

- Creation and training of Instructional Leadership Team (ILT for ongoing review and monitoring of assessment data)
- Creation of a formal process for identifying at-risk students. This would include a summer leadership work session that would include the disaggregation of test scores from NWCHS(and feeder schools) and identification of students possibly in need of intervention support;
- Identifying and creating interventions for all students, including enrollment in the literacy and math interventions provided during Extended Day and more structured intervention as part of the existing "Success Period" structure in the school.

10. Provide Operational Flexibility and Sustained Support—OPERATIONAL FLEXIBILITY

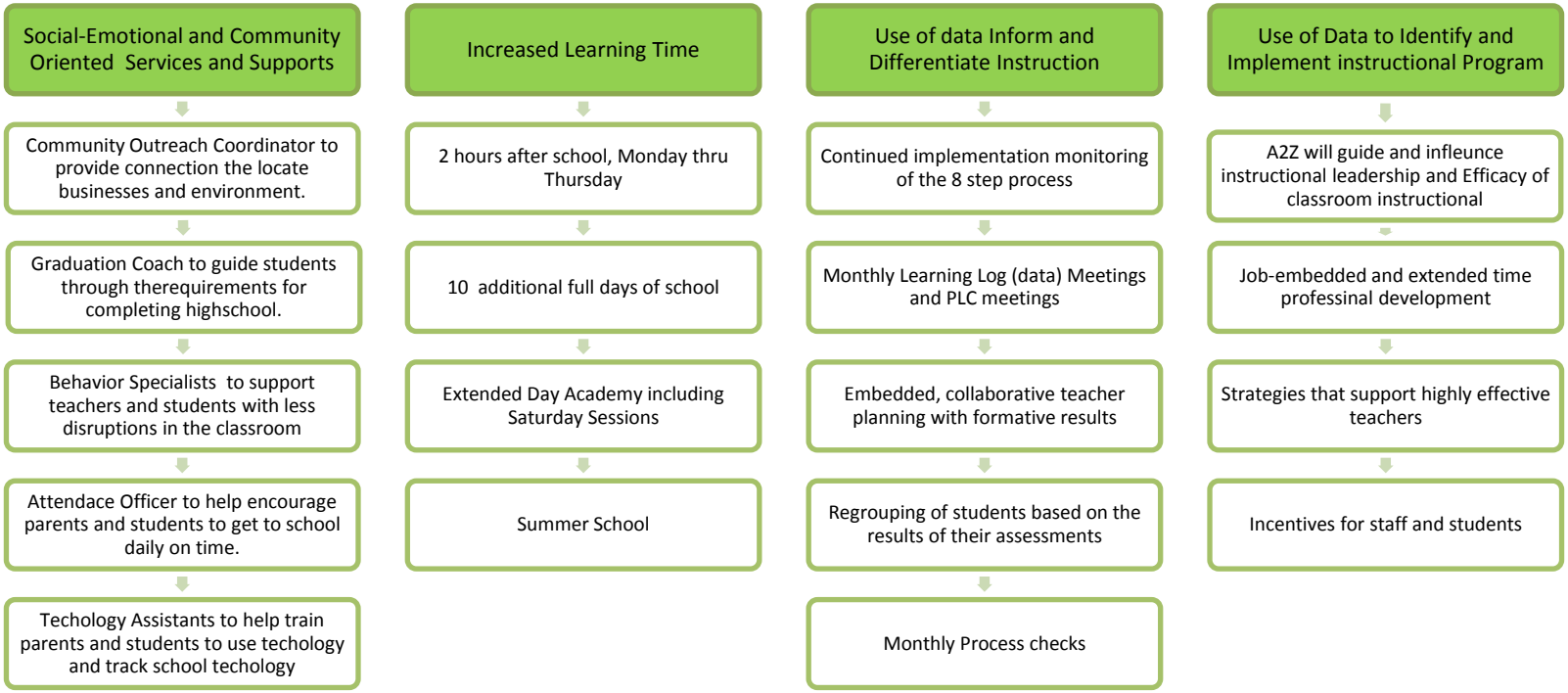
Operational flexibility, combined with greater accountability, has been granted to Northwest Community High School. Because of its priority status, this School Improvement Grant proposal will replace the mandated School Improvement Plan. Policies and practices mandated by the district may be waived and replaced with solutions designed specifically to assist Northwest Community High School students to achieve. Operational flexibility extends to selecting and removing faculty members unable, or unwilling, to promote student achievement. The building principal will have decision-making authority. The principal will utilize staff, within the confines of their certification, to best meet the academic needs of students.

11. Provide Operational Flexibility and Sustained Support—TECHNICAL ASSISTANCE & SUPPORT

Through the resources provided under the SIG grant, Indianapolis Public Schools (IPS) enters into a multi-year plan to turn around its persistently lowest-achieving schools. District leadership is committed to supporting each of the identified schools by removing district mandates and working with bargaining agents to remove any barriers to meeting the goals outlined in this proposal. Supporting these schools in this effort, Mrs. Yvonne Rambo is currently in her third year as the Director of Turnaround Schools. Mrs. Rambo guides and directs the Turnaround Office, which consists of one (1) content specialist and one (1) data specialist.

(2) *Describe how the model will create teacher, principal, and student change.*

NWHS will create building and community change by implementing a plan with two goals described below.



The Indianapolis Public Schools Curriculum and Instruction Division have implemented a series of targeted initiatives to improve instruction during the 2013-14 school year. The goals of the comprehensive professional learning plan are focused on the following areas:

- Implementing key literacy strategies across all content areas
- Analyzing and using data to inform instruction
- Implement differentiated instructional strategies
- Promote Student Engagement where teachers assume a less-directive, more of a facilitator role

- Developing lessons that are high quality and relevant, as well as challenging, attainable, and that develop skills that students can use effectively in the learning process.

Goal: Interventions for all students based on formative and summative assessments. A plan will be in place so that teachers will provide needed interventions in a given time frame after assessments. Designated people will be assigned the task.

- Disaggregate test scores of students to be placed in reading tiers based on SRI results.
- Scripted lesson plans for Success Periods
- Administrative Team will work more closely with Instructional Leadership Team to provide targeted interventions for students expeditiously (time frame set). The Leadership Team meets weekly.
- Work with social workers and parent liaison to provide parent workshops on how to support academic success for their child.

Goal: One to One Technology/Learning for Students: Provide grades 7-12 with computers on wheels to enhance learning and technology literacy. Teachers will receive training and professional development.

- Professional development relative to effective use of technology to maximize student achievement.
- Use technology to incorporate higher order thinking skills.

Key Action Steps

- Assign students to intervention based on need
- Train teachers to successfully implement interventions during extended learning time.
- Designate coaches to devise a plan for teachers to successfully implement interventions.

C. LEA Capacity to Implement the Intervention Model

➢***Instructions:*** Consider each topic under the column "Capacity Task" and determine if the district has or will have the ability to complete this task. Select "yes" or "no." List the evidence available and attach to the application for each task. (See Attachment A for scoring rubric).

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. *All models*	X		**Attached Budget** District and school leadership collaborated to identify areas of need, and then researched all interventions models/programs for scientifically based research and program effectiveness in similar school settings. The budget is aligned to the requirements of the Transformation model.
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. *All models*	X		**Attached Budget** Resources required supporting full and effective implementation of the transformation interventions are carefully calculated and calibrated in each budget line item. *Mrs. Yvonne Rambo, Director of Turnaround Schools *Phyllis Barnes, Principal of Northwest Community High School *Turnaround Office Curriculum Support
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. *All models*	X		**Attached Budget** Proposed budgets are calculated carefully to reflect standard rates comparable for similar work in the nation for each category.
4. The budget is planned at a minimum of $50,000 and does not exceed two million per year per school. *All models*	X		**Attached Budget** The proposed annual budget is under two million per school and exceeds $50,000.
Capacity Task	**Yes**	**No**	**District Evidence**
5. The district has the resources to serve the	X		For the 2013-2014 academic year, IPS will apply for the SIG 1003(g) at

number of Priority schools that are indicated. *All models*			six (6) of the 21 schools on the Tier I & Tier II list. See rationale.

6. A clear alignment exists between the goals and interventions model and the funding request (budget). *All models* • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current capacity to improve student achievement	**X**		The selection of external partners (on-going collaboration with IPS), funded staff, extended-time initiatives, incentives for staff and students, professional development, one-on-one, technology and every component proposed within this grant application are directly linked to the improvement of student academic achievement.

Capacity	**Yes**	**No**	**District Evidence**
7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model. *All models* • *Data portfolios of incoming staff/leaders* • *Highly Qualified in content of contractual agreement* • *Samples of implemented school improvement plans with documented outcomes using data*	**X**		The district, school staff and external experts have the credentials and demonstrated track record to successfully implement the Transformation Model components. While their roles and expertise have been previously described, within the **Appendices** section of this proposal, **resumes** are provided for **key district** (Turnaround Director and specialists), and **school principal.** Beyond the expertise of turnaround staff and relevant systems of support, the district also has demonstrated its ability to implement the Turnaround/Transformation Models through its 2010-13 experience in four

			SIG-approved schools: George Washington and John Marshall Community High Schools (IPS Phase III Schools), Harshman Magnet Middle School (Phase II), and Broad Ripple Magnet High School (Phase I).

8. The district has received the support of the staff to fully implement the intervention model. *All models* • *Staff Assurances* • *Staff Surveys* • *Staff Needs Assessments*	X		**Teacher Commitment Letter** All teachers at IPS – SIG funded schools will sign a commitment letter that includes the necessity to participate in collaborative planning on a weekly basis, attend the summer staff retreat, and provided extended time for learning. The Administrators have gathered a group of team players who are proud of their school and willing to go the extra mile to ensure learning is happening.

9. The district has received the support of parents to fully implement the intervention model. *All models* • *Parent Meeting Agendas* • *Parent Surveys* • *Parent Focus Groups*	X		Northwest and IPS have provided various opportunities to share and gather information with all stakeholders: May 2013 June 5, 2013 (Transformation Model)

Capacity Task	Yes	No	District Evidence
10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *School Board Assurances* • *School Board Meeting Minutes from proposal and or discussion* • *Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*	X		**Strategic Plan of the IPS Board for 2010-2015** The Strategic Plan of the Indianapolis Public School Board for 2010-2015 school years includes rigorous and urgent student achievement data points for each school and for the district based on the accountability factors in the waiver to No Child Left Behind and Public Law 221. Throughout this school year, the Education Committee of the School Board has had comprehensive briefings by our (superintendent) and our (associate superintendent) regarding the turnaround process for IPS schools. Existing turnaround/transformation principals have been asked to present audit findings and state visit findings to this committee, along with their action plans to respond to deficits in student achievement. The Board has requested and received monthly updates from the Associate Superintendent regarding the turnaround process, including all components from staffing to instructional programs and strategies. Annual Board Retreats and monthly Board Executive Meetings with our superintendent also enable continuous updates relevant to turnaround schools.

11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *Superintendent Assurance* • *School Board Meeting Minutes from proposal and or discussion* • *Superintendent SIG Presentation* • *Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed*	X		Armed with the level of urgency to escalate student outcomes, our Superintendent has directed the top level cabinet personnel to formalize a set of processes to remove barriers to allow for the full implementation of the turnaround intervention in the identified schools. Updates and progress checks on the transformation schools is an agenda item at the Superintendent's Cabinet meeting weekly. The creation of an IPS Turnaround Office and the creation of the Director of Turnaround Schools position is further evidence of that support.

turnaround leader having significant and successful experience in changing schools			
Capacity Task	**Yes**	**No**	**District Evidence**
12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day. *Turnaround, Transformation Models* • *Teacher Union Assurance* • *An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model*	**X**		**Teacher Union Assurance** During the superintendent's monthly Professional Relations Group meeting, the teachers' union leadership team members have been informed regarding the various types of school improvement models and the list of schools qualifying for the models. Prior to each School Board's Executive Meeting, SIP/SAG meetings are held for district officials, principals, teachers and union representatives to discuss Board items. These meetings have served as a vehicle for providing continuous transformation school/SIG grant updates, as these have been ongoing Board discussion topics. • IEA/IPS collaboration continues on the teacher evaluation process and ramping up support for teachers needing assistance • District Content Directors work collaboratively with IEA membership in planning and implementing professional development, including work with moving toward pacing and use of Common Core Standards • IPS collaborated with IEA during the turnaround staffing reconstitution process As demonstrated in the attached ***Letter of Support*** (in the **Appendices**), the union leadership team has indicated their awareness of SIG requirements under the Transformation Model and support the implementation of the operational flexibly enabled through this model. **See Attached Letter from Union Representative**
13. The district has the ability to recruit new principals.	**X**		There are no limitations within Indianapolis Public Schools restricting

Turnaround, Transformation Models • *Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities* • *Statewide and national postings* • *External networking*			principal searches to a designated region. Candidates may be pursued internally and externally through all avenues commonly used by other Indiana school districts, including advertising in the nationally-circulated *Education Week.* IPS responded to the recommendation made by the fall 2009 AdvancedED NCA Accreditation visitations team to have a *Leadership Succession Plan* for the superintendent, deputy and associate superintendents, assistant superintendents, and principals. Within that plan, the IPS Leadership Continuum includes three layers (progressive steps for leadership development): 1. The ***Leadership Identification and Development* (LID) program**. Through a competitive process, this two-year program supports leadership growth of aspiring turnaround urban leaders. Our turnaround principal will identify future leaders (**exemplary teachers**) who will be released once per month (for the entire day) to engage in turnaround research, implementation and shadowing successful turnaround principals. Each month, half of the LID professional development day will be devoted group instruction, strategic planning, research about effective turnaround practices and discussion. The second half of the day will involve shadowing experiences, followed by group debriefing and reflection. Newly-identified turnaround principals are well-aware of LID cohort teachers and knowingly recruit exemplary participants from this cohort of aspiring leaders to serve in the SIG turnaround school as *Instructional Leadership Team* members (influencers). 2. The **Principal/Leadership Academy** program provides searches to a monthly, hands-on session with new and aspiring principals. These monthly sessions support the leadership development of **current assistant principals**. Through the Academy, practicing principals and central office leaders support assistant principals as they work through a wide range of topics, such as: instructional supervision issues; data-management strategies; student engagement; student safety and crises management. Here, they also learn how to navigate IPS central office systems and meet and network with district operational leadership.

			3. The **Principal/Leadership Practitioners** program identifies **two-to-four principals** to shadow top district leaders, once a week, to gain practical experiences and receive leadership coaching and mentoring experiences. These individuals are hand-selected and fully-released from a specific school assignment for one year. They shadow exemplary principals (a different principal each semester) and serve as the substitute principal when the site principal out of the building for an extended period. They have access and opportunities to work closely with district leadership—including the superintendent. Externally, we are encouraged by the promising efforts of a recruiting project initiated last year. The district entered into a partnership with **Teach for America Fellow Group** and enlisted its first recruit into IPS leadership ranks (assistant principal) in August 2010. The recruit attended the New School Leader Academy at Columbia University, last fall, with a combined major study of MBA and Educational Leadership. She is now in her second year of the Columbia program and we are extremely pleased with this partnership and its potential for urban leadership development within our district. Based on our initial experience, this partnership is being expanded through negotiations with Teach for America. With shared funding between IPS and TFA, we hope to hire up to five more assistant principals.

Capacity Task	Yes	No	District Evidence
14. The district has a robust process in place to select the principal and staff. *Turnaround, Transformation Models* • *Principal and staff hiring practices* • *Principal and staff transfer policies/procedures* • *principal and staff recruitment, placement and retention procedures*	X		For the 2013-2014 academic year, IPS is entering Phase III of its multi-year plan to implement a School Improvement Model in its highest needs schools. District administrators have been monitoring the performance of individuals under consideration as replacement principals for turnaround schools. Competencies were identified as to the skill set needed for successful leadership at a turnaround/transformation school.
15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2013-2014 school year. *All models* • *Monthly focus with identified objectives* • *Smart Goals* • *Measurable Outcomes (consisting of transformative, formative, and summative data)* • *Streamline and scaffold focus aligned to key findings and root causes in SIG application* ***Persons Responsible - Activity***	X		**The following timeline details the monthly focus of the proposal for year one. Year two and three will follow a similar path, but specific topics for professional development will be dictated by data collected through the Quality Review and School Portfolio process.** **June 2013 –** Administrators – Determine the external partner (A2Z educational consultants Inc) to begin the planning process with the school Administrators – Order computers on wheels Administrator – select lead teachers in each content to provide targeted interventions and support for job-embedded professional development. Create a schedule that provided teachers with built –in time to collaborate as content groups across grade levels. Administrator – Hire three instructional coaches to facilitate data organization, communication, analysis, and application (Math, ELA, and SPED Content Specific). The coaches will oversee weekly data conversations with teachers in grade level PLCs. Administrators – Select members for the Instructional Leadership Team.

Persons Responsible - Activity			Turnaround Director/ Team- Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office **July 2013 –** Administrators/ Instructional Leadership Team/ A2Z Educational Consultants Inc. Three days of training to build a solid foundation of instructional leadership skills for the Instructional Leadership Team. Lead Math Teachers / A2Z Educational Consultants Inc – three days of summer math institute focused on strategies for engaging students in math instruction. Administrators/ all instructional staff – two days of training for vision setting, rituals, and routines with staff. Turnaround Director/ Team- Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office **August 2013 –** August 5, 2013: Beginning of School Year 2013 -2014 PLC's – Administration – Weekly job-embedded PD for teachers that will focus on data based planning, differentiated instruction, technology, and / or student engagement. Instructional Leadership Meeting – A2Z Educational Consultants Inc / Instructional Leadership Team – Leadership team will meet bi-weekly to monitor the process of school improvement. Coaching/Modeling/ Monitoring – A2Z Educational Consultants Inc – On-going support and professional development by A to Z partners. Daily instructional monitoring and feedback from principals on informal observations. Extended time Learning – Administration and Leadership team – use assessment data for planning and implementation of extended time learning before and after school.

Activity – Persons Responsible – Description			Community Outreach Effort – Administration/ A2Z Educational Consultants Inc/ Parent Liaison/Outreach Coordinator – Create a community outreach plan. Diagnostic Assessment # 1- Instructional Coaches/ Teachers – Teachers will administer the assessments and within two days the coaches disaggregate data and share results with the teachers to inform re-teaching, adjust strategies, and determine interventions. Monthly Process Check – Leadership team/ Administration/ A2Z Educational Consultants Inc/District Accountability Director - Process checks will monitor the implementation of all components of the grant. Turnaround Director/ Team- Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office **September 2013 –** Math/ELA Professional Development – A2Z Educational Consultants Inc - One day of content/pedagogy professional development for teachers that will follow-up with the summer institute and introduce ELA teachers to the process. PLC's – Administration – Weekly job-embedded PD for teachers that will focus on data based planning, differentiated instruction, technology, and / or student engagement. Instructional Leadership Meeting – A2Z Educational Consultants Inc / Instructional Leadership Team – Leadership team will meet bi-weekly to monitor the process of school improvement. Coaching/Modeling/ Monitoring – A2Z Educational Consultants Inc – On-going support and professional development by A2Z partners. Daily instructional monitoring and feedback from principals on informal observations. Extended Time Learning – Administration and Leadership team – use

Activity – Persons Responsible – Description			assessment data for planning and implementation of extended time learning before and after school. Community Outreach Effort – Administration/ A2Z Educational Consultants Inc/ Parent Liaison/Community Outreach Coordinator – Monthly Parent workshops will focus on ways parents can be active in school, help with homework, support math and literacy in the classroom, and improve their job skills while helping their students. Attendance will be encouraged with incentives for students and parents. Formative/Interim Assessments - Instructional Coaches/ Teachers – Teachers will administer the assessments and within two days the coaches disaggregate data and share results with the teachers to inform re-teaching, adjust strategies, and determine interventions. Monthly Process Check – Leadership team/ Administration/ A2Z Educational Consultants Inc/District Accountability Director - Process checks will monitor the implementation of all components of the grant. Turnaround Director/ Team- Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office **October 2013-** Math / ELA Professional Development – A2Z Educational Consultants Inc - One day of content/pedagogy professional development for teachers that will follow-up from September. PLC's – Administration – Weekly job-embedded PD for teachers that will focus on data based planning, differentiated instruction, technology, and / or student engagement. Instructional Leadership Meeting – A2Z Educational Consultants Inc / Instructional Leadership Team – Leadership team will meet bi-weekly to monitor the process of school improvement. Coaching/Modeling/ Monitoring – A2Z Educational Consultants Inc – On-going support and professional development by A to Z partners. Daily

Activity – Persons Responsible – Description			instructional monitoring and feedback from principals on informal observations. Extended Time Learning – Administration and Leadership team – use assessment data for planning and implementation of extended time learning before and after school. Community Outreach Effort – Administration/ A2Z Educational Consultants Inc/ Parent Liaison/Community Outreach Coordinator – Monthly Parent workshops will focus on ways parents can be active in school, help with homework, support math and literacy in the classroom, and improve their job skills while helping their students. Attendance will be encouraged with incentives for students and parents. Formative/Interim Assessments - Instructional Coaches/ Teachers – Teachers will administer the assessments and within two days the coaches disaggregate data and share results with the teachers to inform re-teaching, adjust strategies, and determine interventions. Balanced Calendar Intersession – Administrator – Five days of intersession providing intensive interventions for students. Monthly Process Check – Leadership team/ Administration/ A2Z Educational Consultants Inc/District Accountability Director - Process checks will monitor the implementation of all components of the grant. Turnaround Director/ Team- Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office **November 2013 –** PLC's – Administration – Weekly job-embedded PD for teachers that will focus on data based planning, differentiated instruction, technology, and / or student engagement. Instructional Leadership Meeting – A2Z / Instructional Leadership Team – Leadership team will meet bi-weekly to monitor the process of school improvement.
Activity – Persons Responsible – Description			

Activity – Persons Responsible – Description			Coaching/Modeling/ Monitoring – A2Z – On-going support and professional development by A to Z partners. Daily instructional monitoring and feedback from principals on informal observations. Extended Time Learning – Administration and Leadership team – use assessment data for planning and implementation of extended time learning before and after school. Community Outreach Effort – Administration/ A2Z Educational Consultants Inc/ Parent Liaison/Community Outreach Coordinator – Monthly Parent workshops will focus on ways parents can be active in school, help with homework, support math and literacy in the classroom, and improve their job skills while helping their students. Attendance will be encouraged with incentives for students and parents. Formative/Interim Assessments - Instructional Coaches/ Teachers – Teachers will administer the assessments and within two days the coaches disaggregate data and share results with the teachers to inform re-teaching, adjust strategies, and determine interventions. Monthly Process Check - Leadership team/ Administration/ A2Z Educational Consultants Inc/District Accountability Director - Process checks will monitor the implementation of all components of the grant. Turnaround Director/ Team- Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office **December 2013 –** PLC's – Administration – Weekly job-embedded PD for teachers that will focus on data based planning, differentiated instruction, technology, and / or student engagement. Instructional Leadership Meeting – A to Z (or district provided) / Instructional Leadership Team – Leadership team will meet bi-weekly to monitor the process of school improvement. Coaching/Modeling/ Monitoring – A to Z (district provided) – On-going

Activity – Persons Responsible – Description			support and professional development by A to Z partners. Daily instructional monitoring and feedback from principals on informal observations. Extended Time Learning – Administration and Leadership team – use assessment data for planning and implementation of extended time learning before and after school. Community Outreach Effort Administration/ A2Z Educational Consultants Inc/ Parent Liaison/Community Outreach Coordinator – Monthly Parent workshops will focus on ways parents can be active in school, help with homework, support math and literacy in the classroom, and improve their job skills while helping their students. Attendance will be encouraged with incentives for students and parents. Diagnostic Assessment # 2 - Instructional Coaches/ Teachers – Teachers will administer the assessments and within two days the coaches disaggregate data and share results with the teachers to inform re-teaching, adjust strategies, and determine interventions. Monthly Process Check – Leadership team/ Administration/ A2Z Educational Consultants Inc/District Accountability Director - Process checks will monitor the implementation of all components of the grant. Turnaround Director/ Team- Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office **January 2014 –** PLC's – Administration – Weekly job-embedded PD for teachers that will focus on data based planning, differentiated instruction, technology, and / or student engagement. Instructional Leadership Meeting – A2Z Educational Consultants Inc / Instructional Leadership Team – Leadership team will meet bi-weekly to monitor the process of school improvement. Coaching/Modeling/ Monitoring – A2Z Educational Consultants Inc – On-

Activity – Persons Responsible – Description			going support and professional development by A2 Z partners. Daily instructional monitoring and feedback from principals on informal observations. Extended Time Learning – Administration and Leadership team – use assessment data for planning and implementation of extended time learning before and after school. Community Outreach Effort – Administration/ A2Z Educational Consultants Inc/ Parent Liaison/Community Outreach Coordinator – Monthly Parent workshops will focus on ways parents can be active in school, help with homework, support math and literacy in the classroom, and improve their job skills while helping their students. Attendance will be encouraged with incentives for students and parents. Formative/Interim Assessments - Instructional Coaches/ Teachers – Teachers will administer the assessments and within two days the coaches disaggregate data and share results with the teachers to inform re-teaching, adjust strategies, and determine interventions. Monthly Process Check – Leadership team/ Administration/ A2Z Educational Consultants Inc/District Accountability Director - Process checks will monitor the implementation of all components of the grant. Turnaround Director/ Team- Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office **February 2014 –** PLC's – Administration – Weekly job-embedded PD for teachers that will focus on data based planning, differentiated instruction, technology, and / or student engagement. Instructional Leadership Meeting – A2Z Educational Consultants Inc / Instructional Leadership Team – Leadership team will meet bi-weekly to monitor the process of school improvement. Coaching/Modeling/ Monitoring A2Z Educational Consultants Inc – On-going

Activity – Persons Responsible – Description			support and professional development by A2Z partners. Daily instructional monitoring and feedback from principals on informal observations. Extended Time Learning – Administration and Leadership team – use assessment data for planning and implementation of extended time learning before and after school. Community Outreach Effort – Administration/ A2Z Educational Consultants Inc/ Parent Liaison/Community Outreach Coordinator – Monthly Parent workshops will focus on ways parents can be active in school, help with homework, support math and literacy in the classroom, and improve their job skills while helping their students. Attendance will be encouraged with incentives for students and parents. Formative/Interim Assessments - Instructional Coaches/ Teachers – Teachers will administer the assessments and within two days the coaches disaggregate data and share results with the teachers to inform re-teaching, adjust strategies, and determine interventions. Monthly Process Check – Leadership team/ Administration/ A2Z Educational Consultants Inc/District Accountability Director - Process checks will monitor the implementation of all components of the grant. Turnaround Director/ Team- Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office **March 2014 –** PLC's – Administration – Weekly job-embedded PD for teachers that will focus on data based planning, differentiated instruction, technology, and / or student engagement. Instructional Leadership Meeting -A2Z Educational Consultants Inc / Instructional Leadership Team – Leadership team will meet bi-weekly to monitor the process of school improvement. Coaching/Modeling/ Monitoring – A2Z Educational Consultants Inc – On-going support and professional development by A to Z partners. Daily instructional monitoring and feedback from principals on informal

Activity – Persons Responsible – Description			observations. Extended Time Learning – Administration and Leadership team – use assessment data for planning and implementation of extended time learning before and after school. Community Outreach Effort – Administration/ A2Z Educational Consultants Inc/ Parent Liaison/Community Outreach Coordinator – Monthly Parent workshops will focus on ways parents can be active in school, help with homework, support math and literacy in the classroom, and improve their job skills while helping their students. Attendance will be encouraged with incentives for students and parents. Formative/Interim Assessments - Instructional Coaches/ Teachers – Teachers will administer the assessments and within two days the coaches disaggregate data and share results with the teachers to inform re-teaching, adjust strategies, and determine interventions. Balanced Calendar Intersession – Administrator – Five days of intersession providing intensive interventions for students. Monthly Process Check – Leadership team/ Administration/ A2Z Educational Consultants Inc/District Accountability Director - Process checks will monitor the implementation of all components of the grant. Turnaround Director/ Team- Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office **April 2014 –** PLC's – Administration – Weekly job-embedded PD for teachers that will focus on data based planning, differentiated instruction, technology, and / or student engagement. Instructional Leadership Meeting – A2Z Educational Consultants Inc / Instructional Leadership Team – Leadership team will meet bi-weekly to monitor the process of school improvement. Coaching/Modeling/ Monitoring – A2Z Educational Consultants Inc – On-

Activity – Persons Responsible – Description			going support and professional development by A to Z partners. Daily instructional monitoring and feedback from principals on informal observations. Extended Time Learning – Administration and Leadership team – use assessment data for planning and implementation of extended time learning before and after school. Community Outreach Effort Administration/ A2Z Educational Consultants Inc/ Parent Liaison/Community Outreach Coordinator – Monthly Parent workshops will focus on ways parents can be active in school, help with homework, support math and literacy in the classroom, and improve their job skills while helping their students. Attendance will be encouraged with incentives for students and parents. Diagnostic Assessment # 3 - Instructional Coaches/ Teachers – Teachers will administer the assessments and within two days the coaches disaggregate data and share results with the teachers to inform re-teaching, adjust strategies, and determine interventions. Monthly Process Check – Leadership team/ Administration/ A2Z Educational Consultants Inc/District Accountability Director - Process checks will monitor the implementation of all components of the grant. Turnaround Director/ Team- Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office **May 2014-** PLC's – Administration – Weekly job-embedded PD for teachers that will focus on data based planning, differentiated instruction, technology, and / or student engagement. Instructional Leadership Meeting – A2Z Educational Consultants Inc / Instructional Leadership Team – Leadership team will meet bi-weekly to monitor the process of school improvement. Coaching/Modeling/ Monitoring – A2Z Educational Consultants Inc – On-going support and professional development by A to Z partners. Daily

			instructional monitoring and feedback from principals on informal observations. Extended Time Learning – Administration and Leadership team – use assessment data for planning and implementation of extended time learning before and after school. Community Outreach Effort – Administration/ A2Z Educational Consultants Inc/ Parent Liaison/Community Outreach Coordinator – Monthly Parent workshops will focus on ways parents can be active in school, help with homework, support math and literacy in the classroom, and improve their job skills while helping their students. Attendance will be encouraged with incentives for students and parents. Formative/Interim Assessments - Instructional Coaches/ Teachers – Teachers will administer the assessments and within two days the coaches disaggregate data and share results with the teachers to inform re-teaching, adjust strategies, and determine interventions. ECA – Administration/Counselor/Teachers- ECA will be administrated. Results will be received in June and used to drive the following year's PD. Monthly Process Check – Leadership team/ Administration/ A2Z Educational Consultants Inc/District Accountability Director - Process checks will monitor the implementation of all components of the grant. Turnaround Director/ Team- Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office **June 2014 –** PLC's – Administration – Weekly job-embedded PD for teachers that will focus on data based planning, differentiated instruction, technology, and / or student engagement. Instructional Leadership Meeting – A2Z Educational Consultants Inc / Instructional Leadership Team – Leadership team will meet bi-weekly to monitor the process of school improvement.

			Coaching/Modeling/ Monitoring – A2Z Educational Consultants Inc – On-going support and professional development by A to Z partners. Daily instructional monitoring and feedback from principals on informal observations. Extended Time Learning – Administration and Leadership team – use assessment data for planning and implementation of extended time learning before and after school. Community Outreach Effort – Administration/ A2Z Educational Consultants Inc/ Parent Liaison/Community Outreach Coordinator – Monthly Parent workshops will focus on ways parents can be active in school, help with homework, support math and literacy in the classroom, and improve their job skills while helping their students. Attendance will be encouraged with incentives for students and parents. Formative/Interim Assessments - Instructional Coaches/ Teachers – Teachers will administer the assessments and within two days the coaches disaggregate data and share results with the teachers to inform re-teaching, adjust strategies, and determine interventions. Balanced Calendar Intersession – Administrator – Five days of intersession providing intensive interventions for students. Monthly Process Check – Leadership team/ Administration/ A2Z Educational Consultants Inc/District Accountability Director - Process checks will monitor the implementation of all components of the grant. Turnaround Director/ Team- Monthly Process Check: Process checks to monitor the implementation of all components of the grant by the Turnaround Office

Capacity Task	**Yes**	**No**	**District Evidence**
16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. *Turnaround, Transformation, Restart Models*	**X**		District staff has a high level of expertise and successful experience in research, and implementing the selected model as described below: The Turnaround Office (Director/Certified Specialist in DATA/ELA/Special Ed) has been created at the IPS District Office and

• *Professional Development sign in sheets aligned to SIG funded PD* • *Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)*			is supported by the Curriculum & Instructional Accountability Division. Onsite weekly visitation to monitor and support initiative implementation will be conducted by the Turnaround Office Specialists and Director of Turnaround Schools, with monthly process checks at the school site. In January 2011, a district-funded Turnaround Office was established for Indianapolis Public Schools. The Turnaround Director, Yvonne Rambo—selected as the 2010 National Middle School Distinguished Educator of the Year, was reassigned to this position. An experienced school leader, she fully understands the needs of high-poverty, low achieving schools and has demonstrated her effectiveness in turning around school performance. (Her resume is attached in this proposal). To support the everyday needs of the turnaround principal and staff, highly-effective district-funded Specialists have been assigned to the Turnaround Office, including: Special Education Specialist and E/LA Specialist. A Data Specialist is also assigned to work specifically in support of turnaround schools. The Turnaround Director and turnaround principals report directly to the Interim Superintendent, Dr. Peggy Hinckley. The turnaround director has the knowledge, determination and the authority to be responsive to issues that can impede success—particularly as they relate to personnel issues (hiring and firing of staff). They also play an integral and ongoing role monitoring the work provided by contracted External Partners.

17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input. *All models* • *Town Hall Meetings* • *Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)* • *Town Hall sign in sheets* • *Community Partner Assurances* • *Documentation of mailings*			Northwest has provided various opportunities to share and gather information with all stakeholders: May 2013 June 5, 2013

Capacity Task	**Yes**	**No**	**District Evidence**
18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities. *All models* • *Title I* • *Title II* • *Title III* • *IDEA* • *E-Rate* • *TAP*	**X**		The following document aligns federal, state, and local funding sources.

RESOURCE/ INTERVENTION	FUNDING SOURCE
District Scrimmages & Diagnostics Benchmarks	District
INSTRUCTIONAL/DATA COACH	District/ SIG
BEHAVIORAL SPECIALIST	SIG
PROJECT MANAGER	SIG
COMMUNITY OUTREACH COORDINATOR	SIG
GRADUATION COACH	SIG
TECHNOLOGY ASSISTANTS	District/ SIG
LEADERSHIP TEAM STIPENDS	SIG
POLICE OFFICER(S)	District/ SIG
EXTENDED DAY COORDINATOR	SIG
ATTENDANCE OFFICER	District/ SIG
EXTENDED TIME LEARNING	District/ SIG
STAFF INCENTIVES	SIG
INTERSESSION	District/ SIG
SUMMER SCHOOL	District/ SIG
PD STIPENDS	District/ SIG
SATURDAY SCHOOL TRAINING INSTITUTE	SIG
IPS Data Warehouse	District
External Provider: A2Z Educational	SIG

			Consultants Inc	
			District Turnaround Office (Director and Instructional Specialist)	District
			Turnaround Officer	District
			K-12 Curriculum Support (facilitators and/or directors)	District
			Intersession Coordinator (secondary division)	SIG
			Summer Staff Retreat	SIG
			Curriculum Development Stipends	SIG
			Teacher/Leader Incentives & Compensation for Extended Time Learning	SIG
			Student Incentives	SIG
			Transportation: Bus for Extended Learning Time	District/ SIG
			Computers on Wheels	SIG

19. The district demonstrates the ability and commitment to increased instructional time. *Turnaround, Transformation Models* • *Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar* • *Increased learning time for students is tiered and supported by licensed and/or highly qualified educators* • *A needs assessment has been completed to identify areas where extended time can be most effectively used* • *Increased learning time is structured as a vehicle to support differentiated learning (ex :…)* o *An additional block of time embedded into the school day* o *Summer enrichment/remediation* o *Saturday intervention*	**X**		Expanded Learning Time as described below. As a transformation school, NWCHS will extend learning time for students. Using SIG funding, we will add two additional hours per day, four days per week, 27 weeks per year to the school day. We are planning to offer morning support for students as well to address the inability of some students to stay after for support due to family commitments. IPS will continue to follow its school calendar to permit Intersessions after the first and third nine-week quarters. These Intersessions will be ideal for providing intensive interventions to Tier 2 and 3 students needing extra time and instruction to master the essential learning called for in the IPS pacing guide and Indiana Academic Standards. Each Intersession will consist of five days—up to 7 hours a day. The SIG grant monies will also provide Summer School for at 10 days in June- July.

○ *Before or after school enrichment/remediation* ○ *School vacation weeks* • *Compensation for extended day is identified by the LEA*			

D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➢ *Instructions:*

1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
2) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2013-2014*.
3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
1. Design and implement school intervention model consistent with federal application requirements. ***The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:*** (a) Assessing the completed SIG School Needs Assessment to identify the greatest needs; (b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities; (c) Assessing the alignment of the LEA and school improvement processes for supporting the designed interventions; (d) Assessing other resources that will support the design and implementation efforts of	The Indianapolis Public Schools is committed to supporting Northwest Community High School throughout the implementation of the transformation model that will ensure that all students are provided a comprehensive opportunity to demonstrate academic success. Our district has analyzed the student and school data, student leading indicators, and the self-assessment of practices for high performing schools and agree that applying the proposed School Improvement Transformation Model will allow Northwest Community High School to successfully sustain a supportive learning environment after the SIG funding period ends as a result of capacity building. In the winter of 2012, Northwest Community High School implemented the 8-Step Process of utilizing individual student achievement data to enrich, maintain, or remediate students. Administrators were trained by the Turnaround Director and Instructional (Turnaround) Specialists. Faculty training took place during PLCs and multiple principal meetings. The collaborative practice of school improvement is an on-going initiative. IPS has given its priority schools organizational flexibility, and will continue that flexibility with the staff of Northwest Community High School. IPS has provided the right people to affect the transformation. Equipped with Predictive Benchmark Data, SRI reports, and data reports provided through the IPS data warehouse and Turnaround Team, NWCHS can sustain the effective use of data to plan instruction that will assist them in meeting their goals and allow IPS to closely monitor their success.

selected interventions; (e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process; (f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses; (g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly), (h) Maintaining accurate documentation of meetings and communications, (i) Following and/or revising schedules, goals, and timeline as needed, and (j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.	**Northwest Community High School** will identify key leaders/teachers to become part of the Instructional Leadership Team (ILT). This will include the following key action steps. • Identify new leaders/teachers for a school-wide Instructional Leadership Team (ILT) for the 2013-2014 school year. This team will serve as a group of individuals who will receive additional training and support on instructional leadership skills. They will also serve as a steering committee and mechanism for feedback for the initiative as a whole. **Northwest Community High School** is supported by the district standards-based formative/interim assessments, as well as Acuity Predictive Benchmarks and SRIs. During PLCs, faculty of NWCHS will analyze data to inform instruction, identify students in need of intervention, and assist in helping all students become self-directed learners.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
(2) The LEA has or will recruit, screen, selects and support appropriate external providers. ***The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but***	**NWCHS** has successfully provided grade 9-12 students with Netbooks as part of an effort to introduce enhanced learning, technology literacy, and 21st century skills into classrooms. In 2013-2014, through SIG funding, NWCHS would like to extend this initiative to grades 7 and 8 and make sure teachers are provided with training, tools and resources to successfully leverage this investment in technology to enhance student learning. This initiative will include the following: • Providing grade 7 and 8 grade students with a digital devices

will not be limited to: (a) Identifying external providers based on each school's SIG needs; (b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs; (c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs; (d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel; (e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs, (f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE. (g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s), (h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to	• Provide two (2) computer carts with 30 computers each • Hiring a technology/one-to-one learning consultant to review NWCHS curriculum, make recommendations for how technology can be integrated, and give suggestions for specific tools and online programs the school should consider adopting to maximize student achievement • Incorporation of professional development about effective use of technology into the school wide "Professional Learning Plan". This may also include a focus on topics such as Brain-Based Learning and using technology to incorporate higher levels of Rigor and Relevance into instruction • Support for the school in providing technical assistance to ensure all devices, infrastructure, and networking are in sound working order on a daily basis • Meaningful involvement of students in the implementation of this initiative. The IPS Director of Turnaround or members of the Turnaround Team will visit Northwest on a regular basis to personally assess their progress. Mrs. Rambo/or Team will examine the data and review summaries of data meetings that identify school/teacher/student weaknesses. A Project Manager will assist Northwest to submit all data/forms to IPS, IDOE, and/or USDE in accordance to timeline. The Project Manager will regularly ensure that documentation of meetings and communications are accurate, preserved, and filed in a timely manner.

ensure the full implementation of supports; and (i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.	

Indicators of LEA Commitment	Description of how this commitment was or will be completed
3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).	

The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to: (a) Identifying resources currently being utilized in an academic support capacity; (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity; (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions; (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment); (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making adjustments as necessary; (f) Redirecting resources that are not being used to support the school improvement process; and (g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the	**IPS Academic Support** Beginning with the 2013-2014 academic school year, all content teachers in the priority schools are accountable for: (a) using Instructional Calendars (pacing guides) to focus instruction on identified Indiana Academic Standards; (b) administering quarterly assessments (Predictive/Benchmarks); (c) using formative assessment results to adjust instruction and provide targeted interventions; and (d) participating in professional development trainings to increase instructional competencies and to effectively use data to inform classroom practices. • Indiana Academic Standards will be taught and maintained (periodically revisited) using the Instructional Calendar (pacing) covering Instructional Cycles across the school year. • Within each cycle, identified standards will be taught with Benchmark assessments administered as per the IDOE window timeline. Five daily lessons prepare students for the Benchmark assessments. • Disaggregated results are back to teachers within 24 hours of the completion of the assessment by the students. Benchmark data results provide a guide for interventions and the interventionists. Teachers know which students missed which items, the most common reasons for missing test items, and what needs to be done to address non-mastered skills. • These predictive assessments gauge students' progress in mastering standards to be assessed on ISTEP+ and End of Course Assessments. • 8-Step Process: As part of the 8-Step Process, Learning Log (DATA) meetings will take place, led by the principal and school instructional teams to analyze Benchmark results, share effective practices, discuss strategies for addressing weaknesses, and re-group students for remediation and enrichment during Success Periods. Each new Instructional Cycle introduces new indicators and reviews previously taught standards. IPS has changed the school calendar so that students attend in nine-week blocks that are followed by intersessions which will allow Northwest students to continue learning year round. Extended Learning opportunities through Intersession and Summer Session instruction will be provided in core academic subjects by certified teachers; instructional approaches will vary according to student needs. The Director or members of the Turnaround Team will be onsite at NWCHS regularly to monitor the progress of the transformation model. NWHS will create systematic building and community change by supporting our staff and students with the following resources: ▪ Community Outreach Coordinator to provide connections to local businesses.

interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.	▪ Graduation Coach to guide students through the requirements for completing high school. ▪ Behavior Specialists to support teachers and students with fewer disruptions in the classroom. ▪ Attendance Officer to help encourage parents and students to get to school daily on time. ▪ Technology Assistants to help train parents and students to use technology effectively and track school technology.

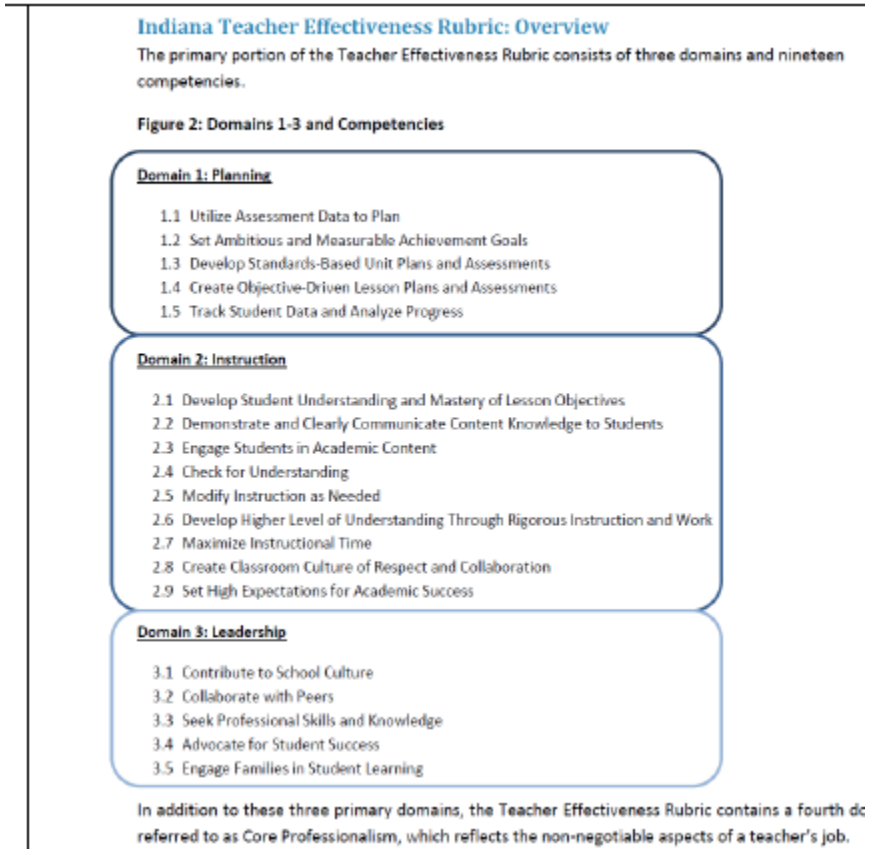
Indicators of LEA Commitment	Description of how this action was or will be completed
4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.	
The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to: (a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process; (b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and (c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to: (i) school administrator and staff hiring practices; (ii) school administrator and staff transfer procedures; (iii) school administrator and staff dismissal procedures;	**Creation of the Director of Turnaround Schools** The Turnaround Officer, Mrs. Yvonne Rambo also became the Director of Turnaround Schools in the Spring '11. Mrs. Yvonne Rambo signals the district's commitment to supporting the important work of this school improvement initiative. She created a team to assist in the work. While priority principals are charged with making significant achievement rate improvements, acceptance of SIG funding brings with it the obligation to do things differently and the additional flexibility—not available to other schools—to make it happen. Principals at SIG funded schools have increased flexibility—not available to other schools—that give priority principals the authority to remove ineffective teachers (across the school year) and the Turnaround Director will enable the responsive action needed to enact necessary changes. Throughout the SIG grant period, the Turnaround Director and her team will work closely with the Principal and the external providers to support identified leadership and instructional improvements needed to positively impact the work of priority schools to dramatically increase student achievement. Resumes are attached for Mrs. Yvonne Rambo and her team, Kathy Ducote and Patt Elff. **New Evaluation and Documentation System: RISE** Beginning in the 2012-2013 academic year, the Indianapolis Public Schools utilized the Indiana Department of Education's new model evaluation and development system, RISE. It will continue as the evaluation tool for 2013-2014. RISE provides Indiana teachers the meaningful feedback and support they need to grow

(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data] (v) school administrator and staff rewards for increased student achievement and/or graduation rate; (vi) school administrator and staff recruitment, placement and retention procedures ; and (vii) altering the traditional school day and/or calendar to include additional instructional and planning time.	professionally, and ensures Indiana students have teachers who will help them grow academically. RISE brings principals and teachers together in a common mission of developing, supporting, and recognizing excellent teaching. (Information from: www.riseindiana.org) The RISE model complies with Senate Enrolled Act 1 that evaluations must: • Be annual: Every teacher, regardless of experience, deserves meaningful feedback on their performance on an annual basis. • Include Student Growth Data: Evaluations should be student-focused. First and foremost, an effective teacher helps students make academic progress. A thorough evaluation system includes multiple measures of teacher performance, and growth data must be one of the key measures. • Include Four Rating Categories: To retain our best teachers, we need a process that can truly differentiate our best educators and give them the recognition they deserve. If we want all teachers to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling. • There are four summative rating levels in RISE. Highly Effective Effective Improvement Necessary Ineffective **Highly Effective:** Consistently exceeds expectations for professional practice, student achievement, and professional contribution to the school corporation. **Effective:** Consistently meets expectations for professional practice, student achievement and professional contribution to the school or contribution. **Improvement Necessary:** Room for growth in professional practice, student achievement and professional contribution to school or corporation. **Ineffective :** Consistently fails to meet expectations for professional practice, student achievement and

contribution to school or corporation.

Evaluators use the Teacher Effectiveness Rubric to rate a teacher at the end of the year using a four step process. The last two steps convert domain ratings to a final, overall Professional Practice rating.

Each of the three possible measures of student learning will receive 1 – 4 rating. Teachers fall into one of three groups for the purpose of calculating a summative rating. Each group uses a different weighting scheme. The weighted score determines the final rating.



Indiana Teacher Effectiveness Rubric: Overview

The primary portion of the Teacher Effectiveness Rubric consists of three domains and nineteen competencies.

Figure 2: Domains 1-3 and Competencies

Domain 1: Planning

1.1 Utilize Assessment Data to Plan
1.2 Set Ambitious and Measurable Achievement Goals
1.3 Develop Standards-Based Unit Plans and Assessments
1.4 Create Objective-Driven Lesson Plans and Assessments
1.5 Track Student Data and Analyze Progress

Domain 2: Instruction

2.1 Develop Student Understanding and Mastery of Lesson Objectives
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students
2.3 Engage Students in Academic Content
2.4 Check for Understanding
2.5 Modify Instruction as Needed
2.6 Develop Higher Level of Understanding Through Rigorous Instruction and Work
2.7 Maximize Instructional Time
2.8 Create Classroom Culture of Respect and Collaboration
2.9 Set High Expectations for Academic Success

Domain 3: Leadership

3.1 Contribute to School Culture
3.2 Collaborate with Peers
3.3 Seek Professional Skills and Knowledge
3.4 Advocate for Student Success
3.5 Engage Families in Student Learning

In addition to these three primary domains, the Teacher Effectiveness Rubric contains a fourth dc
referred to as Core Professionalism, which reflects the non-negotiable aspects of a teacher's job.

	• A monthly report on the status of existing teachers' effectiveness will allow HR and the Turnaround Officer/ Director to make teacher removal decisions in one or two weeks. • Turnaround/Transformation principals will have the authority to remove ineffective teachers throughout the school year (unlike authority in non- SIG high schools) The Turnaround Officer will work with turnaround/transformational principals to enable responsive action, as needed. • The Turnaround Officer/ Director, Mrs. Rambo, has given all turnaround/transformation principals the authority to select (not be assigned) their SIG-funded, full-time • Interventionist teachers (these teachers instruct classes, while teachers participate in job-embedded professional development and conduct remediation). • The principal has been given responsibility to hire staff for all positions. • A three-member district administrative evaluation team collects teacher effectiveness data for the Turnaround Officer. Across the school year, turnaround/ transformational principals will be authorized to initiate this process to collaborate further, as needed, with the district evaluation team. If necessary, unsatisfactory staff can be removed from NWCHS within two weeks. • The Director of Turnaround Schools will personally meet with HR staff to take actions needed for making any necessary staff changes, by-passing the traditional protocols in place for non-turnaround schools. • The transformational principal and the Director of Turnaround Schools will develop and implement a recruitment initiative, sufficiently-enticing to attract and retain highly-qualified instructional staff into the turnaround school. • Monthly Process Checks between the Director of Turnaround Schools and the Principal will facilitate intentional progress (formative evaluation) checks to help us determine adjustments needed in turnaround/transformational leadership, teachers' capacity to impact student impact, and the accountability of critical central office divisions.

Indicators of LEA Commitment	Description of how this action was or will be completed
5. Sustain the model after the funding period ends.	
The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to: (a) Developing school improvement planning processes that support sustainability of education reform protocol; (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school; (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and	The Director of Turnaround Schools will sustain reform efforts, minimally, at four levels: (a) Findings from IDOE monitoring site visits, Spotlight Reports, Quality Reviews, School Portfolio, and ongoing collaborative work with our External Provider will be reviewed by the Director of Turnaround Schools and the turnaround/transformation principal. Together, they will determine a timeline for making necessary adjustments—or taking corrective actions. As needed, the Director of Turnaround Schools will support the turnaround/transformation principal by eliminating barriers that interfere with the efficient and effective implementation of the model. Simultaneously, the principal of NWCHS will be held accountable for maintaining fidelity to the model as described in this proposal. (b) To keep key leadership apprised of turnaround/transformation school progress and to solicit their input and continuous support, data findings will be: • Reported to the Associate Superintendent and Superintendent • shared at weekly superintendent's cabinet meetings • periodically updated in the superintendent's Weekly School Board Notes • reported quarterly to the School Board Education Committee (c) Data findings will drive on-going programmatic and personnel adjustments over the three-year SIG grant funding period to continuously improve strategies, adjust instructional and intervention practices, and significantly increase student achievement (d) Findings from Phase I & II turnaround schools will offer subsequent priority schools with invaluable "lessons learned," as the next round of

activities; (d) Identifying alternative funding sources to sustain operational protocol that may require financial support; (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement; (f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan; (g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy; (h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to	priority schools use their own data to identify critical needs and determine innovative and effective strategies for significantly increasing student achievement and graduation rates. In addition, monthly process checks with the Director of Turnaround Schools, Mrs. Rambo, and NWCHS will keep all apprised of implementation results. Evaluation results of activities funded through SIG grant awards will be used to inform decisions regarding continued funding. Assuming that key initiatives are beneficial and have significantly contributed to dramatically-increased achievement, other local, state and federal resources will be repurposed to sustain effective SIG grant initiatives. Each aspect of the implementation process and the system of supports contained in the proposal is designed to develop capacity for sustained improvement at NWCHS. As indicated in the alignment of resources below, a plan to sustain reforms is in place. Professional Development (training provided by our external provider) ~ Internal capacity at NWCHS will be built to locally provide and sustain training needs: Title 2A Professional Development for Classroom Teachers ~ At the conclusion of the grant funding Instructional Specialists Potential funding source: Title I Performance-based financial awards ~ Competitive grant application to U.S. Department of Education TIF – Teacher Incentive Funds Extended Time Learning costs for teachers and transportation ~ Allowable costs under Title I Technology ~~ Technology grants

sustain gains in student achievement; (i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity; (j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs; (k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of interventions and school improvement activities; (l) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.	External Provider, Quality Reviews, and Project Manager ~ Capacity gain should enable us to continue practices acquired. With an established model for conducting ongoing monitoring and using formative assessment, administrative staff will assume this role.

4. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

➢ ***Instructions:***

1) Scroll down to the intervention model that the school will be using. Complete the information for that model *only*.
2) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur (names of months are sufficient).
3) **Complete the table for only the model that the school will implement.**
4) If the improvement model will not be implemented, check "We will not implement this model."
5) For how the descriptions will be scored, see the Intervention Models scoring rubric (Attachment F).

Turnaround Model

☐ We will implement this model. **X** We will not implement this model - move to next model.

Transformation Model

X We will implement this model. ☐ We will <u>not</u> implement this model – move to next model.

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. Replace the principal who led the school prior to implementing the model.	Principal was appointed by the Superintendent.	Dr. Eugene White ~ Superintendent of IPS	July 2011
2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.	Ongoing training of the administrative team at NWCHS—Full implementation of the RISE Evaluation and Development System	-District Level Trainer -Principal -Administrative Team	May 2012- July 2014
3. Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.	Northwest will have autonomy to develop their "Reward Rubric for Financial Incentives"; this rubric will also include the removal of any school leaders, teachers, or staff who after professional development do not implement this model.	-Principal -Mrs. Rambo, Director of Turnaround/ Transformation Schools - Leadership Team	May 2012- July 2014

Elements	Tasks	Lead Person/ Position	Time Period (month)
4. *Provide high quality, job-embedded professional development.*	Hire three full-time SIG-funded Instructional Coaches will quickly assume **leadership roles** in **modeling** effective practices and **observing** and **supporting** classroom teachers' **instruction**.	Administrator	July 2013
	Assign teachers a PLC group	Administrator	August
	Schedule groups twice a week (Tuesday & Thursday)	Administrator	August
	Review previous years data (ECA, ISTEP, Benchmark)	Administrator	August
	Lead data talks with teachers	Administrator/Coaches	August 2013 – June 2014
	Provide data templates for teachers	Administrator	August
	Require reflections based on data and teacher/student need. (i.e. request for PD in what your data is showing you both your students and teachers need) • Reading comprehension strategies • TESA Strategies • Differentiation of Instruction • ENL Strategies	Teachers/ Leadership Team/ Coaches	August 2013 – June 2014

5. *Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).*	Northwest will have autonomy to develop their "Recruitment Initiative" and "Teacher Leader Incentive Plan"	-Principal -Mrs. Rambo, Director of Turnaround/ Transformation Schools	July 2013

6. *Provide increased learning time for students and staff.*	Identify teachers willing to tutor in the morning/afterschool	Administrator	September
	Review scrimmage data to select targeted skills to re-enforce for 4 weeks	Teachers	September 2013- June 2014
	Implement Success Period for each subject	Administrators/ Teachers	August
	Rotate students and skills every 4 weeks	Administrator	September 2013- June 2014
	Saturday PD sessions with teachers for targeted strategies.	Administrators/Teachers	September 2013 December 2013 February 2013

7. *Use data to implement an aligned instructional program.*	Hire three full-time SIG-funded Instructional Coaches who will quickly assume **leadership roles** in **modeling** effective practices and **observing** and **supporting** classroom teachers' **instruction**.	Administrators	July 2013
	Select exemplary teachers for these positions. The coaches' past experiences will allow these individuals to immediately assume leadership roles in **observing, modeling** and **supporting teachers** across all core content areas.	Administrators	July 2013
	Instructional Coaches will serve Northwest in overseeing assessments (monthly *Scrimmages* and *Benchmarks*; ISTEP+ and End of Course Assessments), the delivery of those results to relevant staff and the posting of achievement results on Data Walls of the conference areas used for *Learning Log* (data) and other professional development team meetings. The Instructional Coaches also will serve as part of the 13-member **Instructional Leadership Team** at Northwest.	Instructional Coaches	August 2013 – June 2014

Elements	Tasks	Lead Person/ Position	Time Period (month)
8. *Promote the use of data to inform and differentiate instruction.*	Bi-weekly PLC meetings focused on vertical and horizontal alignment across grades and contents.	Administrators Instructional Coaches	August 2013 – June 2014

9. *Provide mechanisms for family and community engagement.*	NWCHS will create a Student Advisory Leadership Committee and suggest giving this group a specific mandate around community outreach and community awareness to ensure that the unique talents of the Northwest student body are well known in the community. This initiative would include the following: • Establish a Student Advisory Leadership Committee o This committee would have students represented from all grade levels at NWCHS o Bi-weekly meetings before and/or after school o Students would have to apply for the position and be selected • Training of the ILT in Leadership/communication/outreach skills be a coach with skills in community awareness and academic content. • Have the Parent Liaison work with the community outreach coordinator to connect students with community activities and groups	Administrators Instructional Coaches Deans Teachers Students	August September September 2013 – June 2014 September 2013 – June 2014

10. Give the school sufficient operational flexibility (staffing, calendars/time, and budgeting).	Operational flexibility has been granted to Northwest Community High School. This School Improvement Grant proposal will replace the mandated School Improvement Plan. Policies and practices mandated by the district may be waived and replaced with solutions designed specifically to assist Northwest students to achieve. Operation flexibility extends to selecting and removing faculty members unable, or unwilling, to promote student achievement.	Mrs. Yvonne Rambo, Director of Turnaround Schools	July 2013

11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.	District leadership is committed to supporting each of the identified schools by removing district mandates and working with bargaining agents to remove any barriers to meeting the goals outlined in this proposal	-Mrs. Yvonne Rambo, Director of Turnaround Schools	August 2013-June 2014 (with revisions each June for the next year)

- If implementing the transformation model, explain how the <u>recruitment and selection of a new principal</u> will take place.

The transformation principal for Northwest Community High School (7-12), Mrs. Phyllis Barnes, was selected by the superintendent based on her instructional leadership and excellence in the area of instructional supervision and evaluation. Mrs. Barnes has been a secondary administrator for 20 years and has earned recognition for her ability to observe instruction and accurately determine the level of proficiency of the teacher and to have the courage to facilitate the instructional conversation in order to move their instruction to a level that has increased student achievement. Mrs. Barnes has demonstrated in each of her administrative assignments the ability to develop teacher leaders and to bring educators and community together to improve the instructional opportunities for the students of her school.

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action: Building support for change within the building.
Identify key teachers to form an instructional leadership team. Conduct a summer learning institute for teachers to develop cohesive collegial relationships and create curriculum relative to student data in math and English. Identify strengths and weaknesses from the teacher point of view. Support teacher ideas that will push our staff and students to reach for their goals. Assign lead teachers to each content area. Have lead teachers work with student body to identify strengths and weaknesses from the student point of view then merge the two points of view. Have leadership team and student body team form actions plans with monthly goals and competitions between grade levels to motivate change in a positive direction based on class, team, and school data.

Timeline: June 2013

Budget: See attached budget

Check Your Work - ***Additional Requirements for All Models***

Requirement	Yes	No
1. *All* the elements of the selected intervention model are included.	x	
2. The descriptions of how *all* of the elements will be or have been implemented are specific, logical and comprehensive.	x	
3. The timeline demonstrates that *all* of the model's elements will be implemented during the 2013-2014 school year.	x	

Restart Model

☐ We will implement this model. **X** We will not implement this model – move to next model.

School Closure

☐ We will implement this model. **X** We will not implement this model – do not complete.

5. Annual Goals for Priority Schools for Accountability

Instructions:

1) Review the results of the two worksheets "Analysis of Student and School Data" and "Self-Assessment of High-poverty, High-performing School," the findings, and the root cause analysis.
2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
    - One English/language arts goal for "all students."
    - One mathematics goal for "all students."
3) Schools serving students in grade 12 must also include a goal related to graduation.
4) Include goals for the three-year duration of the grant.

Note: Goals must be measureable and aggressive, yet attainable.

SY 2011-2012 Baseline Data (most recent available data that corresponds to the proposed goals)	**Annual Goals**		
	SY 2013-2014	**SY 2014-2015**	**SY 2015-2016**
Example: 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
Graduation Rate: 56.5%	**70% of students will graduate from high school**	**75% of students will graduate from high school**	**80% of students will graduate from high school**
ECA—Eng 10 44% Algebra I 27%	**50% of students will pass Eng 10 and 35% Algebra I ECA**	**60% of students will pass Eng 10 and 45% Algebra I ECA**	**65% of students will pass Eng 10 and 55% Algebra I ECA**
ISTEP Grades 7-8 ELA 26% Math 35%	**40% of students will pass English/Language Arts and 40% will pass Math**	**50% of students will pass English/Language Arts and 50% will pass Math**	**60% of students will pass English/Language Arts and 60% will pass Math**

All goals based on District's five year Strategic Plan

II: Budget

Instructions:

1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment C). Electronically select each "tab" for years 2013-2014, 2014-2015, and 2015-2016.
2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.

3) The total amount of funding per year must total *no less than $50,000* and *no greater than $2,000,000* per year.

Note: The LEA's budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA's school.

4) Describe how the LEA will align federal, state, and local funding sources with grant activities. (See Attachment D for suggestions)

RESOURCE/ INTERVENTION	FUNDING SOURCE
District Scrimmages & Diagnostics Benchmarks	District
INSTRUCTIONAL/DATA COACH	District/SIG
BEHAVIORAL SPECIALIST	SIG
PROJECT MANAGER	SIG
COMMUNITY OUTREACH COORDINATOR	SIG
GRADUATION COACH	SIG
TECHNOLOGY ASSISTANTS	District/ SIG
LEADERSHIP TEAM STIPENDS	SIG
POLICE OFFICER(S)	District/ SIG
EXTENDED DAY COORDINATOR	SIG
ATTENDANCE OFFICER	District/ SIG
EXTENDED TIME LEARNING	District/ SIG
STAFF INCENTIVES	SIG
INTERSESSION	District/ SIG
SUMMER SCHOOL	District/ SIG
PD STIPENDS	District/ SIG

SATURDAY SCHOOL TRAINING INSTITUTE	SIG
IPS Data Warehouse	District
External Provider: A2Z Educational Consultants Inc	SIG
District Turnaround Office (Director and Instructional Specialist)	District
Turnaround Officer	District
K-12 Curriculum Support (facilitators and/or directors)	District
Intersession Coordinator (secondary division)	District
Summer Staff Retreat	SIG
Curriculum Development Stipends	SIG
Teacher/Leader Incentives & Compensation for Extended Time Learning	SIG
Student Incentives	SIG
Transportation: Bus for Extended Learning Time	District/ SIG
Computers on Wheels	SIG

APPENDICES

The following documents are attached (separately) in support of proposal expectations for Northwest Community High School:

Northwest Community High School's 3 year SIG Budget (attached in email)

Letters of Support

- Indianapolis Public Schools Interim Superintendent, Dr. Peggy Hinckley
- Indianapolis Public School Board
- Indianapolis Public Schools Teachers' Union

Resume of Transformation Principal

- Phyllis Barnes

Resumes of District Leadership and Specialists

- Yvonne Rambo, IPS Turnaround Director
- Kathleen Ducote, Turnaround Specialist
- Patricia Elff, Turnaround Specialist

Resumes of Consultants

- Cheryl Hightower, A to Z
- Dorothea L. Williams, A to Z

Indianapolis Public Schools

The John Morton-Finney Center for Educational Services
120 East Walnut Street
Indianapolis, IN 46204
TEL 317-226-4411 • FAX 317-226-4936

Office of the Superintendent

May 17, 2013

Superintendent Glenda Ritz
Superintendent of Public Instruction
Indiana Department of Education
115 W. Washington Street
South Tower, Suite 600
Indianapolis, Indiana 46204

Dear Superintendent Ritz:

As Interim Superintendent of the Indianapolis Public Schools, it is my pleasure to write this letter supporting the important work of the School Improvement Grant Initiative, under Section 1003(g) of Title I. Through the resources provided under Section 1003(g) of Title I, the district will begin Phase I of a multi-year plan to "transform" Northwest Community High School (identified by the Indiana Department of Education as a priority school).

The support Northwest Community High School will receive from the funding of Phase I of the School Improvement Grant Initiative will enable the school to implement cutting edge, research-based educational initiatives (Transformation Model). These initiatives will help improve teacher pedagogy and increase student achievement.

Superintendent Ritz, the members of the Board of School Commissioners and I are committed to continuously supporting all aspects of the Transformation Model at Northwest Community High School. I wholeheartedly support the following elements that will be in place for Phase I of the Grant.

- The recently created district Turnaround Office will support the efforts of Northwest Community High School to substantially improve classroom instruction and dramatically increase student achievement.
- Data will be used to drive decision-making, e.g., to inform curriculum and instructional practice and the delivery of differentiated supports for students.
- Schedules will be established and strategies used to provide increased learning time.
- Appropriate social-emotional and community-oriented services will support teachers and students.
- The principal has recently been replaced.
- Operational flexibility will be provided to the principal for hiring, retaining, transferring and replacing staff. The principal will have the authority to remove ineffective teachers throughout the school year and the district's Turnaround Director will enable responsive action, as needed.

The Indianapolis Public Schools district supports the implementation of Phase I of the School Improvement Grant Initiative at Northwest Community High School. We are grateful to have this opportunity.

Sincerely,

Peggy Hinckley

Peggy Hinckley, Ed.D.
Interim Superintendent

BOARD OF SCHOOL COMMISSIONERS
OF THE CITY OF INDIANAPOLIS
120 EAST WALNUT STREET • INDIANAPOLIS, INDIANA 46204 • 226-4418

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Sharon G. Alvey
Executive Assistant and Secretary to the Board

June 3, 2013

Superintendent Glenda Ritz
Superintendent of Public Instruction
Indiana Department of Education
115 W. Washington Street
South Tower, Suite 600
Indianapolis, Indiana 46204

Dear Superintendent Ritz:

As President of the Board of School Commissioners for the City of Indianapolis, it is my pleasure to write this letter supporting the important work of the School Improvement Grant Initiative, under Section 1003(g) of Title I. Through the resources provided under Section 1003(g) of Title I, the district will begin Phase I of a multi-year plan to "transform" IPS Northwest Community High School (identified by the Indiana Department of Education as a priority school).

The support Northwest will receive from the funding of Phase I of the School Improvement Grant Initiative will enable the school to implement cutting edge, research-based educational initiatives (Transformation Model). These initiatives will help improve teacher pedagogy and increase student achievement.

Superintendent Ritz, my fellow Commissioners and I are committed to continuously supporting all aspects of the Transformation Model at Northwest Community High School. IPS welcomed new board members in the middle of the 2012-13 school year. The vision of the new board is more autonomy in the schools. Therefore, moving forward in the 2013-2014 school year, Northwest will have operational flexibility for the new principal in hiring, retaining, transferring and replacing staff. The principal will also have the authority to remove ineffective teachers throughout the school year and the district's Turnaround Director will enable responsive action, as needed.

The Indianapolis Public Schools district supports the implementation of Phase I of the School Improvement Grant Initiative at IPS Northwest Community High School. We are grateful to have this opportunity.

Sincerely,

Diane Arnold

Diane Arnold, President
Board of School Commissioners

INDIANAPOLIS EDUCATION ASSOCIATION

6910 N. SHADELAND AVENUE, SUITE #100,
INDIANAPOLIS, INDIANA 46220

TELEPHONE: (317) 598-8464 ☒ 1-800-638-7739
FAX: (317) 596-8465 ☐ HOTLINE: (317) 598-8486

June 6, 2013

To whom it may concern:

The Indianapolis Education Association (IEA) in collaboration with the Indianapolis Public Schools (IPS) will work in developing the School Improvement Grant (1003g). We are committed to eliminating barriers for the implementation of the model, with the understanding that nothing in this grant will violate or affect our Master Agreement with IPS and/or state/federal statutes. We further understand that the IEA will be notified for discussion and collaboration on any changes that affect teacher evaluations, financial incentives for all content areas, hiring and dismissal procedures and the length of the school day.

Respectfully submitted,

Ann Wilkins, President IEA

Phyllis Barnes
6339 Sagewood Court
Indianapolis, Indianapolis

Education and Certification:

Indiana University, Bloomington, Indiana - BS English Education May, 1974

Indiana University, Master of Education - Administration and Supervision, English/ Reading Endorsement, May, 1978

Butler University, Indianapolis, Indiana - Certification Secondary School Administration and Supervision, June 1986

Ball State University, Muncie, Indiana – Certification Secondary School Administration and Supervision May 1995

Administrative Experience:

Indianapolis Public School, Indianapolis, Indiana – High School Principal 2011- Present

Indianapolis Public Schools, Indianapolis, Indiana - Director of Elementary Education/ Secondary Coaches
Performed all duties and responsibilities assigned by Assistant Superintendent of Elementary Education and Associate Superintendent July, 2009-July, 2011

Indianapolis Public School, Indianapolis, Indiana - Director on Special Assignment at Marshall Community High School - Supervised principal, vice principals, and staff in order to improve school climate and student academic achievement July, 2008- November, 2008

Indianapolis Public Schools, Indianapolis, Indiana - Director of Elementary Education
Performed all duties and responsibilities assigned by Assistant Superintendent of Elementary Education November, 2008-February, 2009

Indianapolis Public School, Indianapolis, Indiana Principal - Longfellow Middle School,
Performed all duties and responsibilities identified for a middle school principal August 2004-2008

Indianapolis Public Schools, Indianapolis, Indiana - Assistant Principal - Longfellow Middle School,
Performed all duties and responsibilities identified for middle school assistant principal including scheduling. August, 1999-2004

Indianapolis Public Schools, Indianapolis, Indiana - Assistant Principal- Coleman Middle School
Performed all duties and responsibilities identified for middle school assistant principal including scheduling. August, 1993-1999

Teaching Experience:

Indianapolis Public Schools, Indianapolis, Indiana - Language Arts Teacher, High/Middle School
September, 1974-1993

Indianapolis Public Schools, Indianapolis, Indiana - Volleyball/Basketball Coach 1974-1993

Affiliations:

Member: National Association of Secondary School Principals
Indiana Association of School Principals
National Association of Middle School Principals
Association for Supervision and Curriculum Development
NABSE
Delta Sigma Theta Sorority

Awards:

Teacher of the Year Candidate for Indianapolis Public School District, 1992 and 1993
Above and Beyond the Call of Duties (ABCD), Indianapolis Public Schools, 1993
Volunteer Award for YMCA, 2000

YVONNE RAMBO

10171 Touchstone Drive
Fishers, IN 46038
ramboy@ips.k12.in.us
Home: 317-570-8509 Work: 317-226-4405 Cell: 317-459-8473

EDUCATION ADMINISTRATOR

Collaboratively lead and implement instructional and curricular programs guided by state standards with literacy as the foundation

Strong educational leadership and administrative skills. Proven ability to meet AYP and PL221. Experienced in curricula development, instructional supervision and staff development. Skills include:

- Strategic Planning & Program Design
- Staff Development
- Curriculum Design
- Reading Program Development
- Standard-based Instruction & Mapping
- Instructional Audits & Interventions
- Achievement Data Analysis
- Cultural Competence
- Collaboration and Teamwork
- Community & International Partnerships

PROFESSIONAL EXPERIENCE

Director of Academic Affairs & Accountability/Turnaround Director **2011 to present**
Indianapolis Public Schools

Supervision of the district's "turnaround schools" in the areas of staffing, teacher evaluation, instructional supervision, instruction and curriculum, testing, leadership development.
Oversee the district wide implementation of the 8 Step Process involving the use of relevant assessment data to impact instructional pedagogy and curricular decisions.
Collaboratively manages the district's 4 1003g (School Improvement Grants) totaling $24,000,000.
Supervision of all content area supervisors, including curriculum development, pacing, assessments, professional development, instructional support, instructional audits.
Provide comprehensive leadership and job embedded professional development for building level leaders and teachers in data driven instruction and student achievement.
Collaboration with the Department of Education on initiatives impacting our schools, serve as liaison for Lead Partners. Key accomplishments include:

- Development and implementation of a data driven, triangulated system of developing intentional professional development and teacher support
- Development and implementation of a successful student achievement improvement model

Principal **2002 -2010**
Farrington Middle School and Gambold Middle School
Indianapolis Public Schools, Indianapolis IN

Develop and administer the general school routine and coordinate all activities within the school community. Led a multi-million dollar renovation project over two years. Observe, counsel, and motivate professional staff toward attaining the educational goals of the District. Evaluate school programs and practices, curriculum content and pilot programs. Maintain an educational philosophy and school climate which encouraged a cooperative and collaborative attitude on the part of faculty, staff, and students. Key accomplishments include:

- Led two low performing middle schools to increased student performance, achieving AYP & PL221 Commendable rating
- Developed effective instructional intervention programs to meet the needs of all students including ESL, Special Education, and General Education

Assistant Principal **1998-2002**
Harshman Middle School
Indianapolis Public Schools, Indianapolis IN

Oversaw school curriculum, ensured teaching of the written curriculum, helped staff use curriculum resources and led curriculum development activities. Identified curricula and extra curricula needs by analyzing programs and student achievement. Regularly used the results of the student assessment data to identify problems and implement program improvements.

YVONNE RAMBO

Math Teacher **1990 - 1998**
Broad Ripple HS, Edison Middle School, New Beginnings Alternative School
Indianapolis Public Schools, Indianapolis IN

Taught in the areas of pre-algebra, algebra and geometry. Designed and presented comprehensive lesson plans, which incorporated differentiated instruction and authentic assessment, ensuring that each student was able to retain and understand the standards. Developed practical, relevant and rigorous unit-based projects. Offered after-school tutoring to help struggling students improve their critical thinking and problem solving skills. Key accomplishments included:

- Designed and implemented the first standards based math curriculum in the schools

Math Teacher **1985 - 1990**
East Jr. High, District 11
Colorado Springs, CO

Taught 7th, 8th and 9th grade math. Designed differentiated lesson plans for special education and ESL students. Implemented alternative assessments that included problem solving. Sponsored extra-curricular programs including student council and STARS drug prevention program. Participated as faculty liaison on community advisory council and PTO. Key accomplishments included:

- Collaborated with Special Education department to develop a co-teaching model
- Developed and implemented a peer counseling program and a drug prevention model

Assistant Dean of Students **1982 - 1985**
Colorado College
Colorado Springs, CO

Assisted the Dean in addressing the developmental needs of students. Developed and implemented guidelines for student conduct and a discipline plan with rules and consequences for student behavior. Provided for enrichment education for students through such activities as extended classroom activities, athletics, student government, etc. Administered fiscal and personnel functions and responsible for facilities management. Key accomplishments included:

- Developed and implemented an effective mentoring and internship program for students
- Designed a peer counseling program for teens dealing with drug prevention, depression and loss

AWARDS & AFFILIATIONS

National Middle School Association Distinguished Educator of the Year, 2010 – 2011
Lilly Endowment Award Winner
NAACP Member
Indiana Principals' Leadership Academy Graduate and Facilitator
Phi Delta Kappa
National Middle School Association
Indiana Middle Level Education Association Member and State Board Member
Indiana Schools to Watch Applicant/Finalist

EDUCATION

Administrative Certification, Indiana University, IUPUI,
Indianapolis, IN, December, 1995

Master of Arts: Personnel Administration/Higher Education, Ball State University,
Indianapolis, IN, December, 1990

Bachelor of Science: Mathematics/Secondary Education, Ball State University,
Muncie, IN December, May, 1980

374 Shadow Hill Drive
Greenwood, Indiana 46142

(317) 372-5157
KS5408@comcast.net

Kathleen D. Ducote

Objective

Desire a coaching position in grades K-8 in a school corporation where guiding the young takes precedence.

Experience

2004- Present | Indianapolis Public Schools | Indianapolis, IN

Instructional/Data/Curriculum Mapping Coach

Modeled lessons to improve classroom instruction in grades K-8. Compiled school data. Researched information for teachers. Provided professional development for staff members on numerous topics. Supported the district's curriculum mapping initiative.

Served on several committees such as NCA Documentation Committee, Environmental Advisory Committee, Vanguard Team, Interview Committees, PTO Parent Liaison, InSAI Data Committee, Magnet and GT Committee, Curriculum Mapping Tier III Executive Committee and Eighth Grade Parent Committee.

1995- 2004 | Indianapolis Public Schools | Indianapolis, IN

Teacher

Performed duties of a general education teacher in the second, third, and fourth grades.

Developed daily lesson plans and collaborated with a team of teachers to enforce the curriculum set forth by the district.

Served on numerous committees such as the Partner-In-Education, Technology, Carpe Diem Saturday School, Inclusion Committee, Grade Level Team Leader, Gifted and Talented, Curriculum, Monitoring Student Progress, and North Central Accreditation. Also, I am a certified Mentor Teacher through ITEAM.

1995-1995 | Indianapolis Public Schools | Indianapolis, IN

Chapter 1 Assistant

Assisted kindergarten and fourth graders in math and reading remediation.

Developed daily lesson plans to supplement the teacher-directed instruction.

1994-1995 | Indianapolis Public Schools | Indianapolis, IN

Substitute Teacher

Instructed students in all grade levels when their regular classroom teacher was unavailable.

1989-1995 | Sunsations Sunglass Company | Indianapolis, IN

Administrative Assistant

Assisted executive in the daily procedures of second-largest retail sunglass distributor in the United States.

Organized activities for 300+ retail stores.

Interacted with both consumers and organizational staff.

Education

1989-1991 | Manchester College | North Manchester, IN

1991-1994	Indiana University	Indianapolis, IN
B.S., Education		
2006-2007	Indiana Wesleyan University	Indianapolis, IN
Masters of Education		

Interests

Volunteering, computers, spending time with family and friends, sports.

Additional Certifications and Course Work

Completed Mentoring Certification Course 2003, Differentiated Instruction Course 2002, Inclusion Course 1996, CLICK Computer Course 2000, Teaching with Historical Places Class 2004, Teaching With Literature 2001, Whole Language 1999, Using Technology in the Classroom 1998

References

Debrah Vawter, Principal

Eleanor Skillen School #34

1410 wade Street

Indianapolis, IN 46203

(317) 226-4234

Julie Bakehorn, Principal

Brookside School #54

7151 E. 35th Street

Indianapolis, IN 46226

(317) 226-4293

Judy Zimmerman

4865 Briarwood Court

Carmel, IN 46033

(317) 844-9264

Additional References available upon request.

Patricia Elff

Educational Background/Professional Development

I. Education

A. Undergraduate: Indiana University Fall 1971-75
Degree earned: B.S. in Elementary Education with endorsements in Learning Disabilities, Mildly Mentally Handicapped, and Emotional Handicaps

B. Masters: Indiana University -Bloomington started; completed at I.U.P.U.I. Indianapolis December 1979

II. Teaching Employment History

A. Jr. High MiMH Program; Bedford Jr. High, Bedford, IN Fall 1975-76

B. Intermediate L.D. class; I.P.S. #79 Fall 1976-88, then involuntary transfer to I.P.S. 61 Fall 1988-93; remained at #61 Farrington Middle School during the change to middle school concept - 7th grade/8 grade inclusion program co-teaching with L.A. and Soc. St. Fall 1993-97.

C. Gambold Middle School; I.P.S. #108 8th grade inclusion co-teaching with L.A., Soc. St., and Reading 1997-2001

D. Farrington M.S. I.P.S. #561 Grade self-contained LD/MiMH/EH/AU 2001 7th Grade Inclusion L.A. & Tier IV Reading 2002-2006

E. Gambold M.S. I.P.S. #108 8th Grade Inclusion L.A., READ 180 & Tier IV Reading 2006-2008

F. T.C. Howe High School SPED Instructional Coach 2008-2011

G. Special Education Specialist ~ IPS Turnaround Team 2011

III. Professional Organizations

A. Delta Kappa Gamma Society International (Beta Gamma Chapter) Honor Society for Outstanding Women Educators; invited to join and was initiated December 1986; Offices held:

1. Recording Secretary (2 yrs.) responsible for all minutes at the meeting and attending all officer planning meetings
2. Social Committee Chairperson (2 yrs.) responsible for social activities at meetings (decorations, themes, fun ...)
3. Professional Growth and Development Chairperson (4 yrs.) responsible for organizing and implementing Juvenile Center Activity Night and any other such activities.

B. NEA - National Education Association
IEA - Indiana Education Association

IV. Workshops Attended

1. TESA - Teacher Expectations Student Achievement (10/84 - 2/85)
2. 4-Mat Learning
3. Assertive Discipline
4. Project Charlie Drug Classes
5. Gang Awareness with the Metro Gang Task Force

6. Sex Desegregation (1979)
7. Grant Proposal Writing (2/92)
8. Leap Summer Conference (8/90, 8/91)
9. Summer Leadership Conference (8/16/90 - 8/17/90)
10. Site Based Management/Shared Decision Making
11. Cooperative Learning and Whole Language Reading w/LD Students (1/91)
12. Summer School Art Program (to teach summer school 4/86)
13. Summer School Curriculum (6/86)
14. Summer School Special Education Curriculum (5/93)
15. Inclusion Model (10/93)
16. Middle School Training Classes (92, 93)
17. Cincinnati Middle School Conference (94)
18. Middle School Visitation - Chauncey Rose/Terre Haute (93)
19. Farrington Middle School Yearly Planning Retreats (93-96, 02-06)
20. Gambold Midde School Yearly Planning Retreats (97-01, 06-08)
21. Howe Community High School Yearly Planning Retreats (08-11)
22. Co-Teaching (93- numerous others
23. Conflict Resolution (supported by Pacers) (95)
24. Computer Technology (98/99))
25. NUA (98, 99, 00)
26. Summer Intensive (99)
27. IPS Leadership Academy (00, 01, 02)
28. Vanguard II (03)
29. Larry Bell "Closing the Achievement Gap" Kentucky (3/03)
30. READ 180 (04, 05, 06)
31. ETS /FOS (06)
32. TESA Trainer/ Coordinator (06)
33. Instructional Coaching (08)
34. 6+1 Traits (08)
35. Differentiated Instruction (08)
36. Acuity (08)
37. Springboard (08-11)
38. ISTART7 (08)
39. 6 Step Discipline (08)
40. Curriculum Mapping (08-11)
41. New Evaluation Format/Timeline (08)
42. School Improvement Teaming (09)
43. eSchool (09)
44. Electronic Lesson Plans (09)
45. RTI (09)
46. Test Coordinator for ISTEP+ (10, 11)
47. Online Sessions I,II,III (10)
48. SMART Goals (10)
49. Podcasting (10)
50. Literacy Across the Curriculum (10)
51. Differentiated Instruction (SDE) Conference ~ summer (10)
52. iPod Usage in the classroom (11)

53. Autism Spectrum Disorders (11)
54. 8- Step Process (11)

V. Committees Served

1. 8th Grade Team Leader (93-96)
2. Middle School Transition Team Member
3. School Crisis Team
4. MGIP Task Force Member
5. P.I.E. Coordinator
6. PBA/Leadership Team; correlate Leader
7. Staff Development Team
8. Special Education Summer School Development (93)
9. Numerous times on the Textbook Adoption Committee (All Areas)
10. Task Force for CLASS to develop Interdisciplinary units (5/94)
11. PBA overall chairperson (95)
12. Human Resources Subcommittee to AAP
13. Vanguard II (03)
14. TESA (06, 07)
15. Student Behavior Leadership Team (07-08)
16. INSAI (08-11)
17. RTI (08-11)
18. Howe's Leadership Team (08-11)
19. New Teachers to Howe (08-11)
20. Graduation (08-11)
21. Attendance (10-11)
22. Relay for Life (08-11)

VI. Clubs Sponsored

1. Project S.E.T. (Students Exploratory Teaching)
2. Talent Show Sponsor
3. Yearbook (elem. and middle levels)
4. Knightreaders' Club)
5. "Mac Tonight" Tutoring Club
6. Student Council (elem.)
7. Junior Achievement Business Basics Program (5/86)
8. FMS – Student news broadcasting
9. Pep Club
10. Girls Basketball Coach (97)
11. WGMS - Student news broadcasting
12. READ 180

VII. Other

1. Mentor for the first year teacher Mentor Program (91 -92, 92-93, 93-94, 03-04, 06-07)
2. Supervising Teacher for Student Teachers: numerous years
3. ABCD Award Winner (88, 90, 91, 94, 95, 96, 00, 08)
4. Teacher of the year candidate: (94-95, 95-96) Farrington M.S.;

(99-00) Gambold Middle School
5. One of Top Ten IPS Teachers (99-00)
6. 1999 Disney's American Teacher Awards nominee
7. 2000 Disney's American Teacher Awards nominee
8. Side-by-Side Teaching Video filmed by SPED Dept. IPS (04)
9. Led students to raise $640.00 for Red Cross for Hurricane Katrina victims
10. Raised over $3,000.00 in donations for new sports uniforms in memory of former student
11. Personally raised over $15,000 in donations for Relay for Life—American Cancer Society (08-11)

VIII. Grant Writing

1. National Starch and Chemical Company $10,000
2. ISATP (Department of Education) Award

Cheryl Hightower

1023 Central Boulevard
Hayward, California 94542
(510) 329-0221

Education

ABD	University of Southern California	Doctoral Candidate Major: Policy Planning and Administration
1976	University of San Francisco	MA Degree Major: Education
1969	Cal State University, Hayward	BA Degree Major Sociology

Credentials

Standard Elementary (Life) and Administrative Services (Life)

Professional Experience

2006- Present — CHIEF EXECUTIVE OFFICER, PARTNER
A2Z Educational Consultants, Inc., Hayward California

- Develop and monitor A2Z 's budget, as well as the financial, strategic and operational plans
- Develop and negotiate contracts with clients
- Coordinated the alignment of district and school budgets to program and student needs
- Provide a variety of workshops and planning services to district office administrators, school leadership teams and teachers

2006-2009 — ASSOCIATE SUPERINTENDENT, INSTRUCTIONAL SERVICES DIVISION
San Mateo County Office of Education

- Lead the Instructional Services Division
- Supervise the directors and administrators of the following departments and programs:
  - Networks for Success & Program Improvement
  - Beginning Teacher Support and Assessment
  - Curriculum Services
  - Child Youth and Family Services (Preschool)
  - Professional Development (AB430, SB472, ELPD etc.)
  - San Mateo County Outdoor Education Program
  - SMERC Library
- Participate on Region 1V DAIT: Lead for Governance and Data
- Participate on the SMCOE DAIT Advisory Team: Responsible for strategic design and adjustment of processes and engagement in Ravenswood ESD based on qualitative and quantitative data.

2004- 2006 — CHIEF ACADEMIC OFFICER, PARTNER
EDEquity, Inc., Fresno California

- Developed and/or supervised the development of EDEquity, Inc. curriculum such as Shared Governance and Decision Making, Strategic Planning, Coaching For Results, Data Driven Decisions, Equity Walks (Protocol for assessing school and classroom equity practices) and Culturally Responsive Pedagogy
- Designed and delivered workshops for administrators, teachers, classified personnel and parents
- Developed and implemented a process for working with IIUSP and HIgh Priority Schools

2000-2004 INSTRUCTIONAL ACCOUNTABILITY ASSOCIATE
The Pulliam Group, Redlands, California

- Acted as External Evaluator for schools and districts.
- Designed an Instructional Review System for use in assisting, monitoring and evaluating schools and districts
- Coordinated the alignment of district and school budgets to program and student needs
- Facilitated school communities to develop data based improvement strategies.
- Designed and delivered workshops for administrators, teachers, classified personnel and parents.

1998– 2000 DEPUTY SUPERINTENDENT
Oakland Unified School District, Oakland, California

- Served as Operations Chief supervising Business and Facilities, Human Resources and the Research Development and Assessment Department.
- Supervised and monitored Board Committees developed of Board Packets. Governance protocols
- Participated with Union and District Leadership to develop and implement Interest Based Bargaining
- Ensured and monitored effective planning, implementation and assessment of educational programs and services.
- Monitored and evaluated District's charter schools.
- Identified, allocated and supervised senior staff assignments.
- Acted as Interim Superintendent and Board Secretary.

1997 – 1998 SUPERINTENDENT
Alameda County Office of Education, Hayward, California

- Served as Chief Executive Officer for the Alameda County Office of Education.
- Served as Secretary to the Alameda County Board of Education
- Planned and set goals for internal operations and contract negotiation policies.
- Supervised all operations for the management of the County Schools including Juvenile Court Schools, Community Schools, School Age Mothers Programs and the Infant Programs.
- Monitored and approved school district and community college district budgets.
- Provided educational leadership, coordinated community and business support, and provided a myriad of services to Alameda County Districts.
- Worked with county, regional, state and national agencies and businesses to review and establish policies and systems that enhanced the quality of education for students in Alameda County.

1992-1997 ASSOCIATE/ASSISTANT SUPERINTENDENT, CURRICULUM AND INSTRUCTION
Alameda County Office of Education

- Developed and implemented fiscal and program policy.
- Served as Internal Facilitator for the ACOE's Strategic Plan.
- Monitored various regional, state and federal grant programs.
- Served as staff to the Board of Education and provided reports on a variety of topics and issues.
- Served as a member of ACOE's Budget Committee..
- Participated on the Collective Bargaining Team
- Supervised and monitored the creation and implementation of the Curriculum & Instruction Division's strategic and operational plans.
- Developed and managed the Curriculum & Instruction Division budget.
- Supervised and evaluated Curriculum & Instruction Division Directors.
- Reviewed and interpreted Curriculum & Instruction Division policies, frameworks and standards for schools, school districts and the general public

1989-1992 DIRECTOR OF EDUCATIONAL SERVICES
Alameda County Office of Education, Hayward, California

- Directed the work plan of all coordinators and specialists in the educational Services Section of the Curriculum and Instruction Division.
- Supervised and evaluated all coordinators and specialists.
- Facilitated school, district, and community meetings.
- Developed and monitored Educational Services budget.
- Monitored categorical programs.
- Served as a member of superintendent's cabinet.
- Facilitated Leadership Team Meetings.

1988-1991 CO-DIRECTOR, TEACHERS AS LEADERS CERTIFICATE PROGRAM
California State University, Hayward, California

- Developed and taught courses for master teachers, mentor teachers, and other teacher leaders.
- Produced Teachers as Leaders Informational Material.
- Evaluated education courses.

1987-1989 COORDINATOR, EDUCATIONAL SERVICES
Alameda County Office of Education, Hayward, California

- Developed and coordinated ACOE's New Teacher Support Programs.
- Coordinated with California State University to create systems of support for teacher candidates
- Provided technical assistance to schools and districts.
- Coordinated with Institutions of Higher Education to provide professional growth activities and programs.
- Coordinated curricular and instructional activities with the State Department of Education
- Developed and coordinated professional development courses for Alameda and Contra Costa Counties through brochure and contract classes.
- Worked with universities to provide classes and/or academic or CEU credit for classes
- Conducted Self Study Coordinated Planning training of trainers.

1983-1985 PROGRAM MANAGER
New Haven Unified School District, Union City, California

- Provided for the development and monitoring of the School Plan.
- Organized, implemented, and coordinated staff development activities.
- Provided clinical supervision to teachers and aides.
- Supervised volunteers and paraprofessionals.
- Coordinated all activities of the School Resource Team and the School Site Council.

- Assisted in the development of the SIP budget and supervised all of its expenditures.
- Assisted in the supervision and discipline of students.

1980-1982 ADJUNCT FACULTY SCHOOL OF EDUCATION
California State University, Hayward, California

- Coordinated summer student teaching experiences for intern teachers.
- Supervised intern teachers' school and community experiences.
- Evaluated intern classroom performance.
- Taught university courses in the Department of Educational Leadership.

1979-1981 TEACHER CORPS TEAM LEADER
New Haven Unified School District, Union City, California

- Coordinated all activities involving Teacher Corps Interns.
- Supervised and evaluated interns' student teaching and community activities.
- Interpreted the Teacher Corps program at state and regional meetings.
- Provided staff development to interns, teachers, aides, and administrators.
- Lead the districts' Elementary and Secondary Program Review Teams

1974-1979 ELEMENTARY TEACHER
New Haven Unified School District, Union City, California

- Taught one through four grades.
- Served of School Site Council, Teacher Corps Coordinating Council, Differential Standards Committee, Report Card Revision Committee, and the Plan Writing Committee.

1973-1974 ELEMENTARY TEACHER
Franklin McKinley School District, San Jose, California

- Taught third and fifth grades.

1969-1970 GROUP COUNSELOR
Youth Guidance Center, San Francisco, California

- Supervised all daily activities of delinquent and non-delinquent youth.
- Counseled youth.
- Supervised the Volunteer Grandparents Program.

Consultation Topics

- Interventions/Tutoring
- Using Data to Improve Instruction
- Focus on Standards
- School Accountability
- School Culture and School Change
- Equity Walks and Audits
- Instructional Data Management
- Formative and Summative Assessment
- Problem Solving and Consensus Building
- Culturally Responsive Pedagogy
- Facilitation Processes
- Coaching For Results

Past and Present State, Regional, and Local Boards

- A2Z Educational Consultants Inc. Board of Directors President
- EDEquity Inc. Vice President Board of Directors
- Coyote Point Museum Board of Trustees
- Bay Area School Reform Collaborative Board of Trustees
- State Chair, Curriculum & Instruction Steering Committee
- State Chair, California Staff Development Council
- President, Phi Delta Kappa
- California Roundtable Mathematics Task force
- California Bilingual County Coordinators Network
- Oakland Mayor's Education Cabinet

Dorothea L. Williams
14407 W. Hope Drive
Surprise, AZ 85379
(623) 792-8405
(909) 562-6721

Education

Present	Azusa Pacific University	Doctoral Candidate Major: Policy Planning and Administration
1980	University of San Francisco	MA Degree Major: Special Education
1979	Cal State University, Los Angeles	BA Degree Major Liberal Studies

Credentials

Standard Elementary (Life)
Administrative Services (Clear)

Professional Experience

2008- Present — Chief Academic Officer
A2Z Educational Consultants

- Coach, mentor, support and facilitate superintendents, governance teams, and executive leadership teams on systemic strategies to improve student achievement and close the achievement gap through the following customized services:
  - Self evaluation
  - Protocol and norm setting
  - Individual and team goal setting
  - Professional workshops
  - Conferences
  - Retreats
  - Meetings
- Develop Programmatic proposals
- Develop and present reports (initial, monitoring and end of year)
- Develop and monitor budgets
- Negotiate contracts with clients
- Develop strategic, operational and work plans
- Coordinate the alignment of school budgets to program and student needs.

2004-2008 — Urban Initiatives, Manager
ETS (Education Testing Services)

- Design and Deliver workshops for Administrators, Teachers, Classified Personnel and Parents
- Supervise Workshop Presenters
- Develop Programmatic proposals
- Develop and monitor budgets
- Negotiate contracts with clients
- Develop strategic, operational and work plans
- Facilitated school communities to develop data based improvement strategies.
- Coordinated the alignment of school budgets to program and student needs.
- Designed and delivered California High School Exit Exam workshops
- Designed and delivered workshops for administrators, teachers, classified personnel and parents

2000-2004 — Instructional Accountability Associate
The Pulliam Group, Redlands, California

- Designed an Instructional Review System for use in evaluating schools and districts
- Developed & implemented standards-based professional development institutes.

- Acted as External Evaluator for schools and districts.
- Facilitated school communities to develop data based improvement strategies.
- Coordinated the alignment of school budgets to program and student needs.
- Designed and delivered California High School Exit Exam workshops
- Designed and delivered workshops for administrators, teachers, classified personnel and parents

1996– 2000 Coordinator Student Services
San Bernardino Unified School District, San Bernardino, California

- Served as a liaison between the Center of the Disease Control and District
- Developed, monitored and managed District School Health Initiatives
- Participated with Community Based Organizations in developing strategies to improve health of school aged children
- Ensured and monitored effective planning, implementation and assessment of HIV and Adolescent School Health educational programs and services.
- Assisted in the initiation and administration of new district-wide programs.
- Monitored and evaluated program effectiveness.
- Managed program budget.
- Supervised and monitored support staff.

1997 – 1998 Coordinator Education Services
San Bernardino City Schools, San Bernardino, California

- Planned and set goals for Education Services.
- Coordinated the development and implemented Education Services policies.
- Provided educational leadership, coordinated community and business support, and provided a myriad of services to Education Services.
- Worked with county, state and businesses to review and establish policies and systems that enhanced the quality of education for students in San Bernardino City Schools.
- Served on a variety of state, regional and local boards and committees.
- Supervised and monitored the creation and implementation of the Alternative Programs strategic and operational plans.
- Supervised and evaluated program specialists.
- Supervised volunteers and paraprofessionals.
- Facilitated Diversity Committee Meetings.
- Served as a member of WASC Team(s)

1970-1990 Teacher
Inglewood Unified School District, Inglewood, California
Klien Independent School District, Houston, Texas
Los Angeles Unified School District, Los Angeles, California
San Bernardino City Schools, San Bernardino, California

- Taught grades k through 12.
- Secondary Special Education Resource Teacher.
- Interim Vice Principal Middle and High School
- Served of School Site Council, Standards Committee, Report Card Revision Committee, and the Plan Writing Committee.
- School Site Title1 Coordinator
- Lead the district Elementary and Secondary Program Review Teams
- Coordinated all activities of the School Resource Team and the School Site Council.
- Assisted in the development of the SIP budget and supervised all of its expenditures.
- Assisted in the supervision and discipline of student

Consultation Topics

Coaching For Results
Strategic Planning
Problem Solving and Consensus Building
Shared Decision Making
School Accountability
School Culture and School Change
Focus on Standards
Instructional Data Management
Facilitation Processes and Skills
Formative and Summative Assessment
Using Data to Improve Instruction

Attachment A: LEA Budget Capacity Scoring Rubric

Capacity Task	Yes	No	IDOE Comments
1. The budget includes attention to each element of the selected intervention. *All models*			
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. *All models*			
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. *All models*			
4. The budget is planned at a minimum of $50,000 and does not exceed two million per year per school. *All models*			

5. The district has the resources to serve the number of Priority schools that are indicated. *All models*			

6. A clear alignment exists between the goals and interventions model and the funding request (budget). *All models* • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current capacity to improve student achievement			

7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model. *All models* • *Data portfolios of incoming staff/leaders* • *Highly Qualified in content of contractual agreement* • *Samples of implemented school improvement plans with documented outcomes using data*			

8. The district has received the support of the staff to fully implement the intervention model. *All models* • *Staff Assurances* • *Staff Surveys* • *Staff Needs Assessments*			

9. The district has received the support of parents to fully implement the intervention model. *All models* • *Parent Meeting Agendas* • *Parent Surveys* • *Parent Focus Groups*			

10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *School Board Assurances* • *School Board Meeting Minutes from proposal and or discussion* • *Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*			

11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *Superintendent Assurance* • *School Board Meeting Minutes from proposal and or discussion* • *Superintendent SIG Presentation* • *Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*			

12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day. *Turnaround, Transformation Models* • *Teacher Union Assurance* • *An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model*			

13. The district has the ability to recruit new principals. *Turnaround, Transformation Models* • *Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities* • *Statewide and national postings* • *External networking*			
14. The district has a robust process in place to select the principal and staff. *Turnaround, Transformation Models* • *Principal and staff hiring practices* • *Principal and staff transfer policies/procedures* • *principal and staff recruitment, placement and retention procedures*			

15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2013-2014 school year. *All models* • *Monthly focus with identified objectives* • *Smart Goals* • *Measurable Outcomes (consisting of transformative, formative, and summative data)* • *Streamline and scaffold focus aligned to key findings and root causes in SIG application*			

16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. *Turnaround, Transformation, Restart Models* • *Professional Development sign in sheets aligned to SIG funded PD* • *Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)*			

17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input. *All models* • *Town Hall Meetings* • *Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)* • *Town Hall sign in sheets* • *Community Partner Assurances* • *Documentation of mailings*			

18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities. *All models* • *Title I* • *Title II* • *Title III* • *IDEA* • *E-Rate* • *TAP*			

19. The district demonstrates the ability and commitment to increased instructional time.
Turnaround, Transformation Models
• *Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar*
• *Increased learning time for students is tiered and supported by licensed and/or highly qualified educators*
• *A needs assessment has been completed to identify areas where extended time can be most effectively used*
• *Increased learning time is structured as a vehicle to support differentiated learning (ex :…)*
  ○ *An additional block of time embedded into the school day*
  ○ *Summer enrichment/remediation*
  ○ *Saturday intervention*
  ○ *Before or after school enrichment/remediation*
  ○ *School vacation weeks*
• *Compensation for extended day is identified by the LEA*			

Attachment B: LEA Commitments Scoring Rubric

(1) The LEA has analyzed the needs of each school and has selected an intervention for each one.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1 point**
• *Full* completion of worksheets, "Analysis of Student and School Data" and "Self-Assessment of Practices of High-Poverty, High-Performing Schools" • *All* of the required data sources have been provided • *All* of the analysis (findings) from the data and the root cause analysis are logical • The alignment between the needs of the school and the model chosen is *specifically and conclusively* demonstrated as appropriate.	• *Some* completion of worksheets, "Analysis of Student and School Data" and "Self-Assessment of Practices of High-Poverty, High-Performing Schools" • *Some* of the required data sources have been provided • *Some* of the analysis (findings) from the data and the root cause analysis is accurate • A *general* alignment between the needs of the school and the model chosen is has been demonstrated	• *No* completion of worksheets, "Analysis of Student and School Data" and "Self-Assessment of Practices of High-Poverty, High-Performing Schools" • *Little to none* of the required data sources have been provided and/or the analysis (findings) is lacking or minimal • *Little or no* use of root cause analysis and/or causes are illogical and not based on data • The alignment of the school and its needs and the improvement model chosen is *lacking or minimal*.

(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.		
Exceptional 3 points	**Adequate 2 points**	**Inadequate 1point**
There is exceptional evidence of a process for recruiting, screening, and selecting an external provider. All of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and thoroughly explained. The LEA includes a comprehensive process for recruiting, screening and selecting an external provider to meet the needs identified.	There is adequate evidence of a process for recruiting, screening, and selecting an external provider. Most of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and adequately explained. Minor changes are needed to the LEA process for recruiting, screening and selecting an external provider to meet the needs identified.	There is inadequate evidence of a process for recruiting, screening, and selecting an external provider. Some or none of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and inadequately explained. The plan is not consistent with the final requirements and the process for recruiting, screening, and selecting an external provider does not meet the identified needs.

(3) Align other resources with the interventions.		
Exceptional 3 points	**Adequate 2 points**	**Inadequate 1 point**
There is exceptional evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities. All of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and thoroughly explained. The LEA includes a comprehensive process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.	There is adequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities. Most of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and adequately explained. Minor changes are needed to the LEA process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.	There is inadequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities. Some or none of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and inadequately explained. The plan is not consistent with the final requirements and the process for aligning resources with the selected model, interventions, and/or school improvement activities does not meet the identified needs.

(4) Modify LEA practices or policies, if necessary, to enable it to implement the interventions fully and effectively.		
Exceptional 3 points	**Adequate 2 points**	**Inadequate 1 point**
There is exceptional evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities. All of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and thoroughly explained. The LEA includes a comprehensive process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities to meet the needs identified.	There is adequate evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities. Most of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and adequately explained. Minor changes are needed to the LEA process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities to meet the needs identified.	There is inadequate evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities. Some or none of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and inadequately explained. The plan is not consistent with the final requirements and the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities does not meet the identified needs.

(5) Sustain the reforms after the funding period ends.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1 point**
There is exceptional evidence of a process for sustaining reforms after the funding period ends. All of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and thoroughly explained. The LEA includes a comprehensive process for sustaining reforms after the funding period ends to meet the needs identified.	There is adequate evidence of a process for sustaining reforms after the funding period ends. Most of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and adequately explained. Minor changes are needed to the LEA process for sustaining reforms after the funding period ends to meet the needs identified.	There is inadequate evidence of a process for sustaining reforms after the funding period ends. Some or none of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and inadequately explained. The plan is not consistent with the final requirements and the process for sustaining reforms after the funding period ends does not meet the identified needs.

Attachment F: Intervention Scoring Rubrics

Transformation

Required Element	Possible Tasks: Score 3 Exceptional	Possible Tasks: Score 2 Adequate	Possible Tasks: Score 1 Inadequate	Score
1. Replace the principal who led the school prior to implementing the model.	○ Principal is replaced with one that has evidence of a proven track record	○ Principal is replaced with one without evidence of a proven track record	○ Principal is replaced with one having an ineffective track record	
2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	○ Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth	○ Evaluation systems for principal and teachers includes a single assessment aligned to student academic growth	○ Evaluation systems for principal and teachers does not include an assessment aligned to student academic growth	
	○ Evaluation systems are developed with teachers' *and* principal involvement	○ Evaluation systems are developed with teachers' *or* principals involvement	○ Evaluation system development does *not include involvement* of principal or teachers	
3. Reward school leaders, teachers and staff who, in implementing the model, increase student achievement or high school graduation rates; remove those who, after	○ Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.	○ Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.	○ Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.	

professional development, have not.	○ The awards correspond to *effective practices* of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment	○ The awards correspond to *effective practices* of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions	○ Awards *not described or do not correspond to effective practices* of retaining teachers and thus are unlikely motivators	
	○ Provides a comprehensive, *effective, and logical* process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates; plan must provide an implementation timeline and pathways for improvement or release	○ Provides description of *effective and logical* process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates	○ Description for assisting teachers who are not improving student learning or graduation rates is *not given, not detailed, or not likely to change teachers' practices*	
4. Provide high-quality, job embedded professional development	○ *Topics* of professional development are *determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need*	○ *Topics* of professional development are *connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need*	○ Topics of professional development are *disparate; do not align to SIG goals, needs assessments or other data points; established by the LEA; not differentiated by teacher need*	
	○ Professional development is conducted *weekly through job-embedded opportunities at the school*	○ Professional development is conducted *monthly through job-embedded opportunities at the school*	○ Professional development is *rarely* provided at the school; *usually occurs as a whole district*	
	○ Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction	○ Professional development often includes vertical collaboration; may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction	○ Focus of professional development is *not related to teacher collaboration, coaching and mentoring, data analysis or curriculum and instruction*	

5. Implement strategies to recruit, place, and retain staff	○ Recruitment and retention of staff includes at least three *strategies known to be effective,* such as improving working conditions, providing higher salaries, and offering job promotions	○ Recruitment and retention of staff includes at least two *strategies known to be effective,* such as improving working conditions, providing higher salaries, and/or offering job promotions	○ Strategies for recruitment and retention *do not correspond with strategies known to be effective*	
	○ *Mentors and/or coaches are provided* for all staff	○ *Mentors and/or coaches are provided* for identified groups of teachers, such as newer teachers or those changing grade levels	○ *Mentors nor coaches are included*	
6. Provide increased learning time for students and staff	○ Provides increased, intentional learning time driven by student data indicated for *all* students and staff	○ Provides increased learning time for *all* students and staff	○ Does not provide increased learning time for all students and staff	
	○ Time is of *extensive length (at least 300 hours)* to potentially increase learning	○ Time is of *sufficient length (at least 180 hours)* to potentially increase learning	○ Time is *not of sufficient length (90 hours or less)* to create change	
7. Use data to implement an aligned instructional program	○ LEA *provides multiple assessments and data points through technology-based resources* for the school to align its instructional program	○ LEA provides some *assessments and data* with minimal technology for the school to align its instructional program	○ LEA *provides minimal* assessments with no data; technology is not used	
	○ LEA provides *intensive and ongoing* professional development in conducting and using assessment results to inform instructional decision making throughout the year	○ LEA provides professional development in conducting and using assessment results to inform instruction throughout the year	○ *LEA rarely provides* professional development for teachers to increase skills in conducting assessments and using results to inform instruction	
8. Promote the use of data to inform and differentiate instruction	○ Provides *frequent structured time* (e.g., weekly) for teachers to collaborate and analyze student data and make instructional	○ Provide *regular time* (e.g., monthly) for teachers to collaborate and analyze student data and make	○ *Rarely* provides time for teachers to collaborate and analyze student data and make instructional decisions	

	decisions	instructional decisions		
	○ Provides *extended, job-embedded professional development* that includes observation and coaching to increase knowledge of differentiated instruction	○ Provides *job-embedded professional development* to increase knowledge of differentiated instruction	○ Provides professional development that occurs *outside of the classroom* and does *not focus on* live student data or on improving differentiated instruction	
9. Provide mechanism for family and community engagement	○ LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	○ LEA conducts a basic, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	○ LEA did not conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	
10. Give school sufficient operational flexibility	○ LEA provides a comprehensive documents or plan that indicates areas that will grant *significant* operational decisions to the school	○ LEA provides a document or plan that indicates areas that will grant *minor* operational decisions to the school	○ LEA *does not provide a document or plan that indicates* authority will be granted to the school to make operational decisions; or the decisions allowed are *not of significance*.	
11. LEA, SEA, or designated external partner(s) assist the school with ongoing technical assistance and support	○ *Multiple* supports detailed; occur *throughout the year*	○ *Some* supports detailed; occur *throughout the year*	○ *No* supports are described; support appears *sporadic*	
	○ Multiple support for *both* teachers and principals are in place	○ Some supports for *both* teachers and principals are in place	○ Support *for both* teachers and principals are not in place or transparent	
	○ Provided by external, *experienced leaders* in change and in the school model	○ Provided by *external leaders* in change with knowledge of the identified school model	○ Provided by district staff or others *without proven track records* in school change or the model	

Total Score_____/66